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ABSTRACT

Intended to integrate instruction in library use into courses in the humanities and to stimulate the creation of innovative library orientation and instruction approaches for use in other instructional activities at Ball State University, this project focused on the long-range pursuit of instruction structured on two levels: basic instruction to be presented to undergraduate students through the English 104 course, and more advanced instruction for fewer students through selected upper division courses. This report includes the background, organization, planning, current status, evaluation methods, major accomplishments, weaknesses, and future of the library instruction program. The appendices, which comprise the main body of the report, include: (1) a narrative summary of the grant proposal; (2) a list of the Course-Related Library Instruction (CRLI) Task Force members for 1981; (3) a quantitative summary of library instruction in 1978-81; (4) instructional objectives and materials for library instruction in English 104; (5) student evaluation questionnaire summaries; (6) a CRLI evaluation report; (7) grant-funded travel; and (8) English 104 course instructor form letters. Instructional materials provided include guides for writing research papers and for using reference materials, worksheets for use with reference materials, and a self-guided tour of Bracken Library. (RBF)

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FINAL REPORT

OF THE

COURSE-RELATED LIBRARY INSTRUCTION PROGRAM

UNDER A GRANT FROM

NATIONAL ENDOWMENT FOR THE HUMANITIES
AND
COUNCIL ON LIBRARY RESOURCES

1978 -- 1981

BALL STATE UNIVERSITY

DEPARTMENT OF LIBRARY SERVICE

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I. BACKGROUND

In 1977 Ball State University requested and received a grant from the National Endowment for the Humanities and the Council on Library Resources as partial support for the establishment of a course-related library instruction program. The grant request was an outgrowth of the University's and the Department of Library Service's awareness of 1) the importance of library use in University teaching and learning, and 2) the difficulties associated with library use for the many students known to possess deficient library use skills. The interest in course-related library instruction was based on the premise that, in general, library instruction is most beneficial when presented within the context of student "need to know" prompted by actual library-related assignments in regular courses.

While for years the Department had offered instruction in library use to courses on requests of faculty, the instruction provided was typically rudimentary orientation to the library services and collections, and the service was not specifically organized as a public service. An increasing number of requests from faculty for course-related library instruction and the perception of a favorable institutional climate for expanding instructional services pointed, in 1977, to the opportunity for an intensified, and more systematically organized, program of course-related library instruction

than had existed earlier. (See Appendix A for the "Narrative Summary" of the NEH/CLR grant proposal.)

The major goal of this planned Course-Related Library Instruction Program was the integration of instruction in library use into courses in the humanities. Moreover, the program was also intended to stimulate the creation of innovative library orientation and instruction approaches to be used widely by the Department in its other instructional activities.

While the NEH/CLR grant program was originally scheduled to begin in fall 1977, the actual grant award arrived too late for significant implementation prior to fall 1978. Therefore, on request of Ball State University the grant agencies approved a revision of the three year grant period from the original 1977-1980 to 1978-1981. During spring 1978, however, a preliminary course-related library instruction project was conducted; it is described in the *Preliminary Progress Report, 1977-1978.*

II. PROGRAM ORGANIZATION

In September 1978 the Office of Library Instruction began operating within the Department as the implementing unit for the grant program. The Office was assigned the additional responsibility of coordinating the previously existing instructional sessions scheduled for faculty on a call-in basis. (These sessions, comprising

a service unofficially termed the General Instruction Service, were and are conducted by librarians from the various public service areas of Bracken Library.) At that time the Office consisted of the Library Instruction Coordinator, the Library Instruction Librarian, a half-time Library Instruction Secretary, and a part-time student secretary. The Library Instruction Coordinator and Library Instruction Secretary positions were funded throughout 1978-1981 by the NEH/CLR grant. The Library Instruction Librarian position was created on University funding as added support for the grant program. Originally it was intended that the Library Instruction Coordinator would report to the University Librarian, who served as grant Project Director, during the grant period and afterwards to the Head of the Division of Information Sources. (In 1981-1982 the Library Instruction Coordinator continues to report to the University Librarian.)

In implementing the CRLI Program the Office of Library Instruction had the assistance of the advisory Course-Related Library Instruction Task Force. It consisted of representatives from the departments of English, History, and Library Service, and the University's Instructional Development and University Evaluations offices. (CRLI Task Force membership for 1980-1981 is identified in Appendix B.) Also, beginning in spring 1979 the Office was assisted by Dr. Frances M. Rippy, Professor of English, who served as the project's English "coordinator" and was grant-funded at one-third time for one academic quarter for each of the three years.

III. PROGRAM PLANNING

Program planning was undertaken in earnest during the first year, and it was conducted concurrently with instruction of twenty-four humanities courses and course sections. This planning resulted in the re-directing of program emphasis away from customized, highly intensive library instruction for many courses on several curriculum levels and toward a new emphasis on course-related library instruction for limited courses on two distinct levels. Instruction offered in fall and winter 1978-1979 to sixteen courses and course sections in three subject areas demonstrated that the program--to be successful--needed to concentrate on limited areas rather than to diffuse its resources over a range of courses and academic levels. The customized instruction offered the first two academic quarters manifested several weaknesses making pursuit of the original approach inadvisable.

1) Highly-tailored, multi-session instruction consumes vast amounts of professional time. As originally conceived, the program was to rely heavily on Library Service faculty volunteers. The needed investment of time was certain to depress growth, since eventually this would make participation in instruction costly for individual librarians.

2) Under the original approach, only a small proportion of Ball State students could be instructed.

3) Many of the instructional materials produced were overly specialized and not flexible enough for repeated use in varied contexts.

4) There was a too heavy reliance on traditional lecture-based presentations. A mixture of instructional modes was desirable to heighten student interest and learning.

5) It was difficult, if not impossible, to prepare instructional objectives and design evaluation for a program serving such diverse courses.

6) Ultimately it did not seem possible that the customized instruction of early 1978-1979 would be capable of transformation into a coherent program of permanent services for the students and faculty of Ball State University.

Added to these weaknesses was another consideration. Alongside the new program's activities, the Department of Library Service continued to offer library instruction on request to a myriad of courses on all levels. While these sessions were coordinated beginning in 1978 by the Office of Library Instruction, actual teaching was and is handled by librarians on assignment in Bracken Library's several service areas. Perhaps due to the publicity accorded the new CRLI Program, the number of general sessions conducted probably doubled during 1978-1979 over the previous year. (See the general summary of instruction statistics for 1978-1981, Appendix C. Instruction for 1977-1978 is estimated at 110 courses totaling 1,900 students.)

By mid-year 1978-1979 it was evident that the CRLI Program required a direction with opportunities for relieving some of the instructional pressure felt by the General Instruction Service. Furthermore, the success of bibliographic instruction at Ball State appeared to be bound inextricably to the growth of strong, supportive links between CRLI and the general service, and the eventual transformation of the two services into a more unified instructional program.

In response to these considerations in late 1978-1979 the Office of Library Instruction charted a CRLI Program consisting of two levels: 1) basic instruction in library use within a single course and aimed at reaching the majority of undergraduate students as early as possible in their University studies, and 2) more specialized instruction in library use oriented toward selected courses in the major/minor sequences of various humanities departments. This bi-level structure, to be implemented over a number of years, appeared to offer a good chance for gaining a measure of control over the instructional services being requested by faculty in the University. The major efforts of the grant period were to be devoted toward developing the first instructional level. Development of the second level, then, was regarded as a long range activity extending beyond the 1978-1981 grant period.

IV. DEVELOPMENT OF CRLI FOR ENGLISH 104

The multi-section English 104, Composition 2 course was chosen as a vehicle for the initial level of course-related library instruction development. Interest in this course stemmed from several factors: experience with it in fall and winter 1978-1979; a high degree of student and faculty desire for library instruction in the course, due to the research paper requirement, and indicated by frequent "call-in" requests for instruction; and the substantial

English 104 enrollment, over 4,000 students per year, which presented possibilities for creating a broad student base of library use knowledge upon which to build a future second level of CRLI.

Aside from the intent to establish a foundation of library use ability for a second instructional level, the CRLI for English 104 service also had several more specific objectives: 1) to offer basic and relatively standardized instruction within the context of the English 104 research paper assignment, 2) to develop modes of bibliographic instruction new to Ball State and capable of reaching large numbers of students, 3) to interest English Department faculty in library resources and library instruction, and 4) to generate opportunities for Library Service faculty who wish to participate in library instruction.

In response to both the CRLI Program's overall goal to integrate bibliographic instruction into humanities teaching and the specific objectives of the CRLI for English 104 service, an instructional unit for English 104 was developed and implemented systematically over the period 1979-1981. The unit was designed to orient students to the facilities and services of Bracken Library, to offer guided practice in the use of basic tools of library research (i.e. card catalog, periodical indexes, encyclopedias, bibliographies, etc.), and to introduce the concept of "search strategy" in relation to the research paper assignment.

V. THE CURRENT CRLI FOR ENGLISH 104 UNIT

The present (fall 1981) instructional unit for English 104 is the result of continuous revision based on over two years of experience teaching hundreds of students. The unit's basic components are now virtually established for the foreseeable future. Students use a printed, self-guided tour of Bracken Library, read informational materials, attend two class sessions (one "hands-on" lab and one lecture/discussion) conducted by librarians, and complete several guided and "individualized" worksheets, including one on their research paper topics. (The basic packet of instructional materials, with instructional objectives, appears as Appendix D.) Sequencing of the activities is coordinated for maximum learning. CRLI for English 104 requires two class periods (50 minutes each) and several hours of student time outside of class.

The instruction is scheduled in advance by individual English 104 course instructors. As a result of instructional unit streamlining over 1979-1981, considerable scheduling flexibility exists, and inability to match requested time preferences is rare. The library lab sessions are conducted by one of the two instruction librarians, with the aid of both the course instructor and a librarian volunteer or the Office of Library Instruction's graduate assistant. (The Office was first assigned a graduate assistant in 1980-1981.) The lecture/discussion on search strategy is conducted by one of the instruction librarians with the course instructor in attendance.

VI. PROGRAM EVALUATION METHODS

Throughout development of the CRLI for English 104 unit, the program collected information about the instructional unit's effects in several ways: by examining student performance on library worksheets, by holding formal and informal evaluative discussions with the CRLI Task Force and with English 104 instructors, and by studying responses on student evaluation questionnaires. (Student questionnaires and response summaries for 1979-1980 and 1980-1981 are Appendix E.) The information compiled and the conclusions derived guided improvements to the instructional unit and to its use. For example, when many students performed poorly and responded negatively about the search strategy worksheet, the worksheet was simplified, with no loss in instructional value, and sample completed worksheets were prepared for distribution. Also, when course instructors advised that the flexibility of instruction scheduling was frequently a determining issue for participation in the service, every practical possibility for enhancing scheduling openness was added. The routine practice of gathering and assessing student and faculty reactions over two years was instrumental in refining the instructional service and attaining, relatively rapidly, a high level of participation.

In addition to "in-house" methods of evaluative information collecting, the CRLI for English 104 service was evaluated in spring 1981 by a team of external evaluators from the University of Wisconsin

at Parkside. The team was headed by Ms. Carla Stoffle, Assistant Chancellor for Educational Services. The evaluators studied instructional materials and program documentation, conducted a telephone survey of English 104 course instructors, observed the two conducted library sessions, and discussed the project in person with several University administrators, the CRLI Task Force, librarians, English instructors, and students. Their visit to the Ball State campus occurred April 23-24, 1981. The evaluation report was received in June. (Appendix F)

The CRLI Program is, to the knowledge of the instruction librarians, the only existing library public service at Ball State to use continuous formative evaluation methods.

VII. MAJOR CRLI PROGRAM ACCOMPLISHMENTS

The major accomplishments of the CRLI Program activities of 1978-1981 are:

1) The program devised and carried out a highly successful standardized unit of library instruction comprised of instructional modes new to library instruction at Ball State University, capable of instructing large numbers of students, and available for future development and use in varied reference and course-related library instruction settings.

2) The program instructed large numbers of students in English 104 and was responsible also for significantly increasing the amount of library instruction delivered by the Department of Library Service to other courses.

3) Through the CRLI for English 104 service, and associated activities, the program generated substantial faculty and student approval of library instruction and support for its continuation and expansion.

4) The CRLI Program succeeded in achieving continuation of all course-related library instruction services of the Office of Library Instruction on a regular basis under funding from the Department of Library Service budget.

Brief examination of each of these accomplishments follows.

Success of the CRLI for English 104 Unit

After beginning the CRLI Program with traditional lecture-based approaches, the instruction librarians produced an instructional unit consisting of a print materials core and several learning modes, including guided practical experience in the library. According to the external evaluators, the unit contains "an impressive array of quality instructional materials....The instruction in English 104 is based on sound, clearly-stated objectives....The presentations are competent, clearly presented, well-organized...." (*CRLI Program Evaluation Report*, pp. 6-7). The unit embodies not only capacity for instruction of many students but also relative efficiency in the use of librarians' time. Achievement of success with the English 104 unit enabled quick development of a similar unit for nursing students in 1980-1981. Therefore, availability of the English 104 unit represents potential for the creation of units, as needed and desired, targeted toward a variety of courses in the future. In addition, several printed materials from the unit have already been distributed

to thousands of students through the General Instruction Service and library reference services.

Another aspect of the unit was a success: the library lab allowed many librarians who do not normally have a chance to engage in public services to instruct in a fairly convenient and informal way. During 1980-1981 over twenty librarians assisted in English 104 library labs.

Increases in Library Instruction

Although participation in the CRLI for English 104 service was voluntary for course instructors, participation grew rapidly over the two years and approximated the Office of Library Instruction's maturing capacity to instruct numbers of course sections. Below is a summary of this growth.

	1979-1980
Course Sections	57
Students	1,118
	1980-1981
Course Sections	90
Students	1,980

The growth in 1980-1981 instruction over 1979-1980 instruction was 56% in course sections and 68% in students.

In addition to the understandable growth in use of the CRLI for English service, the program also stimulated, directly and indirectly,

a substantial growth in total library instruction activity. A direct stimulus was the extension of materials originally produced for English 104 to the instruction of other courses. (For instance, note from Appendix C that 834 students were instructed in 1980-1981 by means of the self-guided library tour alone). Program publicity and the availability of a specific library instruction unit, the Office of Library Instruction, was an indirect stimulus to faculty for requesting instruction under the General Instruction Service. In terms of total instruction, about 1,900 students are estimated to have been instructed in 1977-1978, prior to the CRLI Program, compared to about 6,000 students known to have been instructed in 1980-1981. Also, during 1978-1981 a steadily increasing portion of instruction was handled through the CRLI Program instead of through the *ad hoc* General Instruction Service.

Faculty/Student Support for Library Instruction

According to the student evaluation questionnaires, and verified through independent investigation by the external evaluators, students who received CRLI for English 104 have overwhelmingly considered it worthwhile. In 1980-1981 88% of the student respondents approved of the statement: "I am more able to use the library for research as a result of library instruction in English 104" (Appendix E). Likewise, the instruction has been received positively by English 104 instructors. According to the external evaluation report, "the

majority of the teaching faculty with whom they [the instruction librarians] have cooperated are very supportive of the program and would like to see it continued. The amount of good will and positive attitude toward the library which has been developed by the instruction librarians is very notable" (*CRLI Program Evaluation Report*, p. 6). This degree of satisfaction among participating faculty is without doubt the factor contributing most to the quick growth in use of the service.

Continuation of CRLI and the Office of Library Instruction

In a short time the CRLI Program and the Office of Library Instruction have achieved substantial recognition as valuable contributions to library public services. For example, an analysis as part of a recent Management Review and Analysis Program library management self-study praised the program for providing "exceptional service and positive public relations for the library" (*Final Report of the MRAP Task Force on Communication*, May 2, 1980, p. 20).

As a result of favorable recognition of CRLI by the library administration, the Office of Library Instruction and its CRLI services are being continued fully after expiration of the NEH/CLR grant. In fact, as of September 1981 the half-time position of Library Instruction Secretary was expanded to full-time. It should be noted that funding of the secretary and the Library Instruction Coordinator was accomplished by sacrifices of other units of the

library and not by additional University funding for the Department of Library Service.

VIII. CRLI PROGRAM WEAKNESSES

While the CRLI Program made significant progress during 1978-1981, several weaknesses exist and deserve identification. They are:

1) The degree of understanding of, and active support for, the CRLI Program among librarians at Ball State needs to be strengthened.

2) The CRLI Program evaluation apparatus has not included objective measures of student learning.

3) The search strategy lecture/discussion within the CRLI for English 104 unit requires refinement.

4) The CRLI for English 104 unit is not as effective as it would be if fully integrated into the course.

5) Under present circumstances, the CRLI for English 104 unit cannot reach all undergraduate students, and its value as a vehicle for creating a broad base of basic library use knowledge needed for the planned second CRLI level is therefore proportionally impaired.

Although each of these weaknesses is complex, and full explanation and discussion would be lengthy, summary treatment should suggest the nature of these weaknesses.

Need for Greater Understanding of CRLI

As discussed above, the CRLI Program has been recognized within the Department of Library Service as a valuable service; yet the

instruction librarians have been notably unsuccessful in involving many other librarians in CRLI Program planning, in encouraging the widespread substantial involvement projected earlier in the grant proposal, and in communicating and interpreting the implications of the CRLI Program for the range of other library public services. Also, the Office of Library Instruction, while responsible for scheduling the General Instruction Service sessions, is not appreciably used, in spite of its aspirations, as an instructional support unit by the librarians who conduct the "call-in" instruction. Responding to this need is a long-range process. The seeds of interest exist however: many librarians have assisted voluntarily with the library lab sessions and have responded favorably to the experience, and several librarians have shown interest in participating in Office of Library Instruction projects directed at non-English 104 courses.

Desire for Objective Measures of Achievement

Although objective evaluation of student learning through the CRLI for English 104 unit had been foreseen several times, systematic measurement of post-instruction student library knowledge was not attained during the grant period. Instead, unit effectiveness has been ascertained by analysis of student worksheets (completed during the instruction sequence), by anecdotal reports from course instructors that, as a result of the instruction, student research papers are "better," and by self-reports from students on the questionnaires.

In the future creation of objective measures of achievement is desirable for the CRLI for English 104 service and for other library instruction at Ball State.

Search Strategy Session Weaknesses

The instruction librarians are aware that the search strategy session would be more beneficial if more instruction aids such as visuals were incorporated into the lecture segment. As an alternative, however, the instruction librarians are studying the possibility of "packaging" the content of this session in print or audio-visual form to avoid the repetitive lecturing to many English 104 sections.

Limits to Integrating CRLI in English 104 Course

The current English 104 syllabus is too crowded for complete integration of the unit into the course. Total coordination of the unit with the research paper assignment is impeded by the time demands felt by instructors who conscientiously seek to fulfill other aspects of the syllabus. There is too little time in the course to reiterate essential library use strategies or follow-up student performance on the self-paced worksheets. As a result, valuable opportunities for student learning go unexploited.

Constraints on CRLI for English 104

The combination of the crowded English 104 course syllabus and the practice of voluntary participation means that CRLI for English 104 presently cannot be expected to reach all undergraduate students at Ball State. The current rate of participation is approximately 60%. As an added problem, the University's General Studies curriculum allows students to enroll in English 104 throughout their four years of undergraduate study. Therefore, at any moment there are and will be at least several thousand undergraduates who have not had elementary library exposure through English 104. This situation compells re-thinking of the potential of English 104 to serve as a vehicle for systematically cultivating fundamental library skills among a broad enough base of students to allow successful creation of a second level of CRLI at the major/minor level in selected academic departments. It also suggests that the two-tiered overall CRLI strategy is too oversimplified for Ball State University's course-related library instruction needs.

In spring 1981 the General Studies Subcommittee of the University's Undergraduate Educational Policies Council began investigation into desired changes in the General Studies Program. This investigation will conclude in early 1982. In response to the constraints imposed on the performance of the CRLI for English 104 unit by the English 104 course syllabus and by the General Studies Program, the Office of Library Instruction will make recommendations to the

study committee. The core recommendation will be a proposal for the integration of a library unit similar to CRLI for English 104 within a new course in composition or communication skills required of all undergraduates early in their studies. The instruction librarians hope that this proposal will stimulate examination of ways to capitalize in the future on library instruction advances made during 1978-1981 by applying them systematically to a new, larger-scale course and curriculum context.

IX. THE CRLI PROGRAM FUTURE

In spite of the several program weaknesses, the Course-Related Library Instruction program has been a success at Ball State University, and further development of services originated during 1978-1981 is assured by the continuation of the Office of Library Instruction. Unmistakably the agenda for the future is a challenge. It includes 1) re-examination of the CRLI Program's overall bi-level instruction plan and pursuit of opportunities to advance library instruction through course and curriculum change; 2) creation of instructional units featuring quality printed materials and practical learning experiences for targeted courses in the humanities and in other academic areas; 3) planning and implementation of a project to provide better library signage to guide library users and reiterate instruction; and 4) merger of all library instruction services into a unified

program widely understood and accepted within the library and conspicuously promoted throughout the University.

Obviously the success of these efforts will depend on the Office of Library Instruction's progress in building close relations between its activities and the activities of Bracken Library's other public service areas.

X. SUMMARY

Ball State University's successful NEH/CLR grant-funded Course-Related Library Instruction Program began in 1978 for the purpose of integrating library use instruction into courses in the humanities. While originally the program had been envisioned as offering highly customized instruction to a number of different courses at various academic levels, it shifted quickly toward the long-range pursuit of instruction structured on two-levels: basic instruction to be presented to many undergraduate students through the English 104 course, and more advanced instruction to be imparted to fewer students through selected upper divisional courses. The period of the grant, 1978-1981, corresponds largely to the development of a standardized library instruction unit for the first level.

Notable advances were achieved in creating an English 104 unit incorporating instruction modes new to library instruction at Ball State, in rapidly increasing the number of students instructed in

English 104 by the unit, and in attaining widespread faculty/student support. While progress has been very good, several areas need increased attention, especially communication about the program within the Department of Library Service and identification of solutions to the limitations imposed on the library unit by the English 104 course syllabus and the larger curriculum. The Office of Library Instruction, the Department's implementing unit for the CRLI Program, will continue into the future on institutional funding. CRLI services established during 1978-1981 will be developed further in coming years. The instruction librarians aspire for these services to be the nucleus of a comprehensive program of library instruction services for the University.

APPENDIX A

Narrative Summary of Grant Proposal

COURSE-RELATED LIBRARY INSTRUCTION PROGRAM: A THREE WAY INVOLVEMENT OF LIBRARIANS, FACULTY AND STUDENTS

A COLLEGE LIBRARY PROGRAM PROPOSAL

SUBMITTED TO

THE NATIONAL ENDOWMENT FOR THE HUMANITIES

AND

THE COUNCIL ON LIBRARY RESOURCES, INC.

PROJECT DIRECTOR:

RAY R. SUPUT
UNIVERSITY LIBRARIAN
HEAD, DEPARTMENT OF LIBRARY SERVICE

ALEXANDER M. BRACKEN LIBRARY
BALL STATE UNIVERSITY
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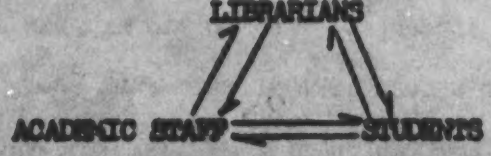
APRIL 15, 1977

INTRODUCTION

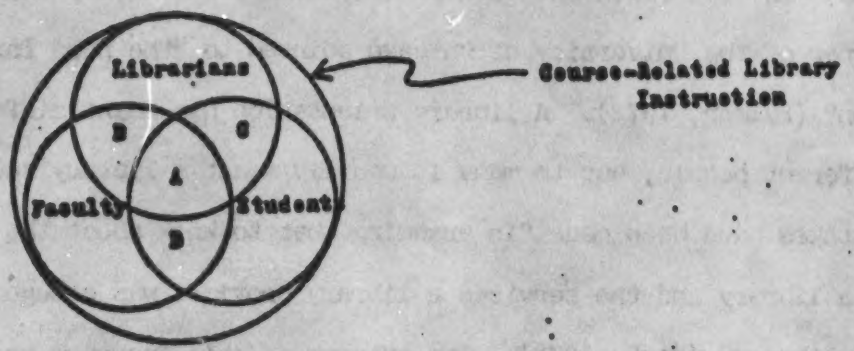
Academic libraries have had some sort of library orientation for a long time. In 1883 President Barnard of Columbia University and later President Harper of the University of Chicago pointed to "the need for library instruction" (Palmer, 1972). A library orientation has meant different things to different people, but to many it usually meant a library tour. Serious mistakes have been made "in assuming that to know about the physical layout of a library and the services a library provides was enough to be able to use the library" (Kirk, 1974). The outcome of this approach to the information sources has turned untold numbers of people away from recorded knowledge, the lifeblood of any intellectual endeavor. In recent years many studies have been devoted to the issues of library instruction. Ten years ago one report pointed out that a novel approach is necessary for faculty involvement in library instruction. It raised a pertinent question, "Is some sort of faculty-library realignment necessary?," and answered that:

> "All studies of the subject have demonstrated that students cannot be taught to use the library well unless that training takes place in the context of their normal course assignments" (Swarthmore College...Reports...1967).

We share this concern at Ball State and believe that a successful library instruction program must be course-related. Our support of this approach to library instruction and the basis for this proposal is an outgrowth of our previous experiences (See description in Appendix A). Such a program should be action-oriented, involving three groups as illustrated in the following diagram (Fjellbrant, 1976):



This three-way symbiotic relationship can be illustrated more vividly by means of overlapping circles, "A" being the focal point of greatest interaction:



It has been demonstrated elsewhere that this relationship would bring about a fruitful approach to knowledge, a functional treatment of library resources, and an integration of classroom instruction with research in library. Such an approach was developed in the belief that it would provide an efficient mode of research, an enriching mode of classroom instruction, and a learning mode that offers students foundations for exercising intellectual curiosity throughout their lives (McGregor and McInnis, 1977). Similarly, this would create the atmosphere of "a teaching library," a concept advanced at Swarthmore and fully implemented at Sangamon State University (Dillon, 1975). For many years it has worked at Earlham College, where the library instruction program has been gradually eased into the curriculum (Kirk, 1974). Earlham's initial success was attributed to the cooperation of the library-oriented faculty.

The need for course-related library instruction has been especially acute since we moved into the Bracken Library (See description in Appendix B). In addition to being a new structure, the Bracken Library is very large and apparently awesome for many students. The new library has a coordination of resources and services which should make it easier to use, but the increased

size, the new configuration of resources and services, and the increased number of users all point to the need for increased instruction in utilization (See footnote, last page of Appendix A).

In considering ways to meet that need, a number of steps have been taken. Recently, a group of Ball State University faculty accompanied the Vice President for Instructional Affairs and Dean of Faculties and the Director of the University Library to visit with the faculty and library representatives of Earlham College. We had a fruitful exchange of ideas and learned much about their course-related library instruction program. Earlham's representatives offered their assistance in launching a similar program at Ball State University. We plan to visit other programs now in operation.

Several Ball State librarians have attended the Conferences on Library Orientation for Academic Libraries, held at Eastern Michigan University since 1970. In addition, we have also made use of the information in the files of the Project LOEX, also located at Eastern Michigan University.

We seek to create an atmosphere that will contribute to more effective library use. While we wish to concentrate our efforts initially at the undergraduate levels, we see opportunities for the graduate level students to be involved in a systematic approach to library instruction. We believe that a course-related library instruction program, if adequately funded, carefully programmed, and properly evaluated, will become a permanent and viable thrust toward the creation of a successful teaching library at Ball State University.

A PROPOSAL TO ESTABLISH
A COURSE-RELATED LIBRARY INSTRUCTION PROGRAM

Ball State University requests financial support for a three-year period in order to establish a Course-Related Library Instruction Program which will

involve the participation of many individuals, including faculty and students in the humanities and faculty in Library Service.

Goals of the Project:

1. To improve the utilization of the resources and services of the Library by faculty and students through participation in this in-depth program.

2. To improve the quality of instruction in the University by making fuller use of library resources available, improving search strategies and other scholarly and library-related skills of students, and increasing the independence of students in library utilization.

3. To increase the number of persons who recognize the Library as a teaching library by introducing additional librarians to the project each year, introducing additional faculty to the project each year, and introducing additional students to the project each year.

4. To broaden the services of librarians themselves as experts playing a dual instructional role in the University: supplementing classroom instruction and teaching information gathering skills (Stoffle, 1975).

Support for the program already exists at the administrative level of the University, namely, the Vice President for Instructional Affairs and Dean of Faculties, Dean of Academic Planning and Faculty Development, Dean of Sciences and Humanities, Dean of Undergraduate Programs, Director of the University Library, the department chairmen of History and English and others. A number of faculty members have expressed their eagerness to associate themselves with a course-related library instruction program. The majority of the Library Service faculty have warmly endorsed the idea of formalized course-related library instruction. (See Appendix H for endorsements.) This proposal is a result of consultations with and among these individuals and groups.

The programmatic apparatus needed to establish a viable course-related library instruction program is described below:

A. ORGANIZATION OF THE PROGRAM

To insure the operational aspects of the Program the following

organization will be necessary:

1. Office of Course-Related Library Instruction

   Director of the University Library will serve as the Project Director who will have general overseeing responsibilities.

   Library Instruction Coordinator will serve in the executive capacity for the Program implementation.

   Office secretary will assist the Coordinator in the general work.

2. Library Instruction Task Force.

   To assist in the design, development and implementation of the Program the following Library Instruction Task Force will be formed:

   Project Director*
   Library Instruction Coordinator**
   Coordinator of the Office of Instructional Development***
   Department chairpersons (or their representatives) from participating departments in the humanities, e.g., English and History*
   Two faculty members from the humanities*
   Three participating librarians*
   Two undergraduate students from the humanities

3. Other Library Service faculty will include reference librarians, educational resources librarians, and technical service librarians.

4. Departmental Library Representatives. Their regular function has been the development of subject field collections related to their departments. Since they are delegated to represent their departments in other matters, they will be in a position to explain, promote, or otherwise publicize the Course-Related Library Instruction Program. The Chief Bibliographer and the Library Instruction Coordinator will jointly establish liaison with Departmental Representatives.

5. Doctoral Fellows: At the discretion of an academic department, doctoral fellows may be assigned to participate in course-related library instruction. They may be asked to undergo library instruction training, participate in seminars or workshops, teach, or accept assignments from faculty and/or the Library Instruction Coordinator.

B. IMPLEMENTATION OF LIBRARY INSTRUCTION

In general the library instruction program will aim:

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*See Appendix C for vitae.
**See Appendix D for job description.
***See Appendix E for description.

1. To develop an awareness of the importance of library and media resources for personal, classroom and self-instruction purposes;

2. To effect attitudinal changes in students regarding the role of the library in their learning experiences in and beyond the classroom;

3. To provide in-depth library use instruction which will equip an independent and effective library user with essential knowledge of search strategies, resources, and the techniques for the preparation of reports, papers, and other research requirements;

4. To facilitate attitudinal changes in teaching and Library Service faculty and their role perceptions by means of seminars, workshops, and conferences.

Proper implementation and initial impact of the Program are essential for its success. In the early months of the project we intend to involve faculty and students in a limited number of courses. This will provide us the opportunity to establish the working relationships, long-range plans, and support structures necessary to meet the needs of an expanded program.

We intend to begin the project in cooperation with the Departments of English and History. Each department will initially select senior professors who will teach freshman-sophomore courses and junior-senior courses in which elements of library use and search strategies will be integrated with the basic coursework. The Library Instruction Coordinator shall determine which Library Service faculty members will cooperate in the library instruction. The professors and the participating librarians, assisted by the Library Instruction Coordinator, will jointly design the methods of library instruction for a given course. The Library Instruction Task Force will concurrently perform its functions. This will be accomplished by a series of seminars held jointly by the Task Force and the participating classroom-teaching personnel. While the Library Instruction Task Force will be refining the program strategies, it will also begin by the latter part of the first year to guide the integration of other courses in the humanities into the Program. This will help secure an adequate

balance between library personnel resources and number of students satisfactorily taught and served.

There are certain prerequisites which are equally applicable to all aspects of successful instruction, including library instruction (Whildin, 1975). These prerequisites include the awareness of student motivation, learning styles, attitudes toward the library, and their willingness to acquire skills in library use. The amount of material to be covered and the necessary search strategies will depend upon the subject matter and will vary from one course to another. While such non-human elements as media and other materials are important, the human element will be not only emphasized but also be pervasive, especially encouraging students to establish one-to-one approaches to librarians during and after the course-related library instruction. While we intend to enlarge upon the Ball State pilot study (see Appendix G, pp. 4-5), we expect to apply the following library instruction methods:

1. General library orientation by means of cassette tape self-guided tours emphasizing the physical facilities of the library system, location of resources, and the identification of the key information personnel;

2. General lecture, in one or more sessions, outlining the library instruction program, its goals and objectives, and a simulated case study of a bibliographic problem, including a demonstration of search strategies;

3. Preparation and dissemination of teaching and learning packages, including guides, bibliographies, etc., as required by a given course;

4. Conducting tests at the beginning and at the end of a particular course in order to validate teaching methods and effectiveness of library instruction; and,

5. Continuous analysis and revision of teaching methods and search for newer approaches to library instruction emphasizing independent library use following the student completion of course-related library instruction.

For the first year of the Program the following tentative schedule of courses has been worked out:

Subject	Course No.	Course Title	Term	No. of Sections	No. of Students
English	105	English Composition III	Fall	2	50
			Winter	2	50
			Spring	4	100
	230	Advanced Composition	Winter	2	40
			Spring	2	40
	331	Report Writing	Spring	2	50
History	444	Historical Method & Bibliography	Fall	1)	20
	445	History & Historians	Winter	1) joint	20
			Spring	1) sections	20
	125	Introduction to Civilizations of Latin America	Fall	1	20
	202	Development of the U.S., 1829-1900	Fall	1 (or 2)	35 (70)
			Winter	2	70
				1 (another prof.)	35
			Spring	2 (2 profs.)	70
	215	Women in American History	Winter	1	30
			Spring	1	30
	201	Foundations of the U.S., 1492-1829	Spring	1	35
Totals	9			27(28)	715(750)

During the second and the third year of the Program we plan to phase in additional English and History courses as well as courses from other disciplines in the humanities. We also, plan to provide for the involvement of special programs such as the Honors Program, Residential Instruction Project, and others. By the end of the third year we expect the Program will be well known and firmly established with a continuity not only in the humanities but also in other

humanities related disciplines whose contents lend themselves to the course-related instruction methods.

EVALUATION OF LIBRARY INSTRUCTION

The Library Instruction Task Force will have as one of its major assignments to provide for the evaluation of our Course-Related Library Instruction Program. It will seek expert outside assistance in evaluating the direction, progress, and results of the Program.

Recognizing that evaluation is a complex subject with multiple facets, our goal will be to determine the positive value and effectiveness of our Program, to receive feedback information from the students, and some indication of teacher-librarian-student satisfaction. We will also want to know whether the participating students have become better library users and thus better students ("How to Evaluate Library Instructional Programs," 1976). Established principles of evaluation applicable to library instruction will be used. We expect the proposed evaluation reports to point out not only the strengths but also the weaknesses of our Program. Weaknesses will receive our priority attention.

To elicit this information, in addition to our Program objectives, we will begin a systematic data collection, including standard library instruction tests. Our evaluation objectives will focus not only on the teaching methods but also on the learning processes and outcomes. In the course of evaluation, it is hoped, we will become more aware of intra- and inter-group attitudes of all participants, and especially "the students' attitudes towards the instruction, towards the library, and towards the library staff..." (Kirk, 1975).

DISSEMINATION REPORTS OF LIBRARY INSTRUCTION PROGRAM

We will prepare annual progress reports for our library instruction program

which will cover planning, implementation, revisions and changes, evaluations, and expenditures. In addition, we will prepare a comprehensive, cumulative, and final report for the entire project. These reports will be submitted to the supporting agencies, the University Administration, and generally made available to interested institutions.

BALL STATE UNIVERSITY'S CONTINUING COMMITMENT TO LIBRARY INSTRUCTION PROGRAM

Ball State University (See description in Appendix F) is fully committed to continuing the Course-Related Library Instruction Program beyond the three-year period covered by this proposal. As a long-range goal the University will seek to integrate this Program into many courses of its curricula. Through the University library funding we intend to retain library personnel hired in conjunction with this project.

Without external assistance the Library Instruction Program, because of general and specific financial constraints, will evolve more gradually and could not initially offer the extent of library instruction here proposed. The assistance of the National Endowment for the Humanities and the Council on Library Resources will accelerate the development of the proposed Course-Related Library Instruction Program. Moreover, the Program, focusing on preparing students to be informed users of library resources, will significantly complement another major effort toward instructional improvement, focusing on faculty, which is already underway on our campus. A recent grant from the Lilly Endowment, Inc. has made possible the creation of an Office of Instructional Development, housed in the Bracken Library, which emphasizes faculty growth in instructional skills (See Appendix E). Together, the Program and the Office would provide the University with the rare opportunity to respond dramatically and on a larger scale to the imperative need for more effective student and faculty use of library resources in studying and teaching in the humanities.

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BUDGET SUMMARY
SUPUT/NEH/CLR

	9/1/77 - 8/31/78			9/1/78 - 8/31/79			9/1/79 - 8/31/80			3 Year Totals		
	NEH/ CLR	BSU	Total	NEH/ CLR	BSU	Total	NEH/ CLR	BSU	Total	NEH/ CLR	BSU	Total
ries:												
rector	$	$ —	$ —	$	$ —	$ —	$	$ —	$ —	$	$ —	$ —
ordinator	13,780		13,780	14,882		14,882	10,715	5,358	16,073	39,377	5,358	44,735
culty		7,067	7,067		7,632	7,632		8,243	8,243		22,942	22,942
cretarial	3,222		3,222	3,480		3,480	3,759		3,759	10,461		10,461
nefits	3,907	1,378	5,285	4,127	1,457	5,584	3,213	2,683	5,896	11,247	5,518	16,765
el	600		600	600		600	600		600	1,800		1,800
lies:												
fice	225		225	225		225	250		250	700		700
structional	800		800	800		800	800		800	2,400		2,400
r:												
mmunications	200		200	200		200	200		200	600		600
aluation	600		600	600		600	600		600	1,800		1,800
port	200		200	200		200	400		400	800		800
l Costs	$23,534	$ 8,445	$31,979	$25,114	$ 9,089	$34,203	$20,537	$16,284	$36,821	$69,185	$33,818	$103,003

APPENDIX B

CRLI Task Force, 1981

COURSE-RELATED LIBRARY INSTRUCTION TASK FORCE

1980-1981

Ray R. Suput, University Librarian, *Chairman*

Daryl B. Adrian, Chairman, Department of English

William Eidson, Chairman, Department of History

Alice Hoover, Reference Librarian

E. Bruce Kirkham, Professor of English

Judy Koor, Library Instruction Librarian

Jesse McCartney, Director, Office of Instructional Development

Tom Moore, Library Instruction Coordinator

Frances M. Rippy, Professor of English

Don Siefker, Head, Division of Information Sources, Bracken Library

Frank Sparzo, Coordinator of University Evaluations

APPENDIX C

Instruction Summary, 1978-1981

INSTRUCTION SUMMARY

for Grant Period September 1978-August 1981

Office of Library Instruction

Below is a quantitative summary of library instruction conducted and/or coordinated by the Office of Library Instruction during the period September 1978-August 1981. In general the figures show continuation of the steady growth since 1978 in numbers of students and courses provided library use instruction by the Department of Library Service. Note that use of the printed self-guided tour of Bracken Library during the 1980-1981 year allowed the instruction of substantially more students and courses than in 1978 and 1979, without at the same time significantly increasing the number of conducted instructional sessions. The self-guided tour was used for courses in the CRLI Program, as well as for selected courses requesting general library orientation.

Course-Related Library Instruction Program

English 104, Composition 2

Students used the printed, self-guided tour of Bracken Library (librarian-guided tours prior to September 1980), read informational materials, attended two library sessions, and completed several guided worksheets.

	1978/1979	1979/1980	1980/1981
Course Sections	10	57	90
Instruction Sessions	30	165	182
Students (approx. number)	250	1,118	1,980

Specialized Instruction: Nursing, History, Journalism, Advanced English Composition, and Literature

This was instruction arranged and/or conducted by the O.L.I. and in all cases involving the creation of specialized bibliographic materials and class assignments.

Course Sections	14	1	5
Instruction Sessions	30	3	10
Students	246	30	151

General Library Instruction Service

Included here are sessions conducted by the O.L.I., or more usually coordinated by the O.L.I. and conducted by librarians from the various service units of Bracken Library, on request of faculty from all University colleges and many departments. Content of the instruction varied from introductory-level to more advanced levels.

	1978/1979	1979/1980	1980/1981
Course Sections	200	136	141
Instruction Sessions	200	136	141
Students (approx.)	3,800	2,514	3,082

Self-Guided Bracken Tour Only

Some courses used only the printed library tour and did not schedule group presentations in Bracken Library. The tour booklets contain ten questions which provided library use practice, and the questions were marked by the O.L.I.

	1978/1979	1979/1980	1980/1981
Course Sections	Not Available	Not Available	34
Students	Not Available	Not Available	832

Instruction Totals

	1978/1979	1979/1980	1980/1981
Course Sections	224	194	270
Students	4,296	3,662	5,213
			6,045*

*total including students who took only the self-guided tour

APPENDIX D

Instructional Objectives for Library Instruction in English 104 and Instruction Materials

INSTRUCTIONAL OBJECTIVES FOR LIBRARY INSTRUCTION

IN ENGLISH 104

General Objective:

After completing the library instruction component of English 104, the student will be able to use Bracken Library's basic resources efficiently and effectively to gather information for a library research paper.

T1 The student knows the locations of the major services, collections, and facilities of Bracken Library.

B1 On a map of the library the student can locate key services and collection areas. These include the following:

a) Reference Service
b) Periodical Reference area
c) Interlibrary Loan Office
d) Reserve Book Counter
e) Current Periodicals area
f) Periodicals Reserve Counter
g) Government Publications Collection
h) Microforms Collection
i) Division of Educational Resources
j) Circulation Counter

B2 When given a list of essential library services and/or types of resource materials, the student will successfully match, in the vast majority of cases, each item with the appropriate service area or collection (such as indicated under B1 above). (For example, filmstrips are located in the Division of Educational Resources, documents not owned by Ball State can be borrowed from other libraries through the Interlibrary Loan Office, etc.)

T2 The student recognizes the Library Service faculty and staff, especially public service personnel, as information resources.

B1 When asked the student will identify the major public service areas where library personnel are available for personalized assistance.

B2 The student will ask library personnel for assistance when needed, especially while gathering information for the course research paper.

T3 The student knows how to use holdings records to locate materials in Bracken Library and the branch libraries.

a. The student can use the Main Card Catalog to locate books and other cataloged materials.

B1 Given a map of the library, the student will readily identify the location of the Main Card Catalog.

B2 When shown a sample catalog card, the student will accurately label the following elements in a specified period of time:

a) author
b) title
c) subject heading
d) place of publication
e) date of publication
f) bibliographic notes
g) tracings
h) call number

B3 When given examples, the student will successfully distinguish in each case between call numbers based on the Dewey Decimal and the Library of Congress classification systems.

B4 Given a short list of author, title, and subject entries from the card catalog, the student will correctly arrange the items according to card catalog filing order in a specified period of time.

B5 Given an unfamiliar topic, the student will successfully use the Library of Congress Subject Headings and the Main Card Catalog to identify at least two subject headings for the topic. The subject headings will be verified and judged for accuracy by a librarian.

B6 When asked, the student will correctly cite at least two or three major categories of materials not listed in the Main Card Catalog. (For example, periodicals and most government publications.)

b. The student can use the Linedex to identify Ball State periodical holdings.

B1 Given a map of the library, the student will readily indicate the location of the Linedex.

B2 Using a reference source such as a specialized encyclopedia, the student will, in an assigned amount of time, locate an introductory discussion on the paper topic, as well as at least two bibliographic citations.

B3 Given a list of periodical indexes, the student will select one or two indexes which best cover periodical literature on the research paper topic. Also, from the index(es) the student will identify at least two subject headings pertinent to the topic. A librarian will evaluate this exercise for accuracy.

B4 When shown an article citation from a periodical index, the student can readily label the following elements:

a) article title
b) author(s)
c) periodical title
d) volume (and issue number if relevant)
e) date
f) pages

T5 The student understands the search strategy concept and uses it to gather information for a library research paper.

B1 When asked, the student will define search strategy as "an organized plan for conducting a literature search on a specific topic."

B2 As preparation for the course research paper, the student will use a search strategy model to guide the compilation of a preliminary bibliography on his topic. (The model will include consideration of general and specialized encyclopedias, handbooks, bibliographies, Library of Congress subject headings, and periodical indexes). The application of the search strategy to the topic as represented on the Research Paper Bibliography Worksheet, will be evaluated for completeness by a librarian. In addition the English instructor will assess the quality of the bibliography according to criteria established for the class.

BALL STATE UNIVERSITY

Bracken Library

LIBRARY INSTRUCTION IN ENGLISH 104: Student Guide

INTRODUCTION

Writing a library research paper is one of your major assignments in English 104. For some students this is a difficult project, especially for those unfamiliar with Bracken Library and basic library research techniques. Since your course instructor and the Office of Library Instruction in Bracken are aware that writing a good paper depends in part on gathering good information, we have prepared a program of instruction in library use. This program involves two class sessions in the library, as well as informational booklets and worksheets to supplement these sessions.

The best way to prepare for a project such as writing a library research paper is 1) have a plan, and 2) have the skills necessary to carry out the plan. The library sessions, booklets, worksheets, and this guide are designed to help you acquire the organization and skills needed to use the library for research. The specific aims of the instruction are to assist you to:

* Become familiar with the basic services, collections, and facilities of Bracken Library.
* Practice efficient use of the Main Card Catalog and periodical indexes.
* Be able to locate books and periodicals in Bracken's collections.
* Understand the concept of "search strategy," which is a basic plan for conducting library research.
* Use the search strategy outline to prepare a working bibliography on your paper topic.

Achieving these aims will be accomplished through the combination of library sessions conducted by librarians and class assignments made jointly by librarians and your course instructor. Keep in mind that the primary purpose of the instruction is to aid you in learning to use the library effectively and to produce a good research paper.

LIBRARY INSTRUCTION ACTIVITIES

The library sessions and assignments will follow the sequence below. Your course instructor will provide information about dates, deadlines, and meeting places.

1. *LIBRARY ORIENTATION: Self-Guided Tour.* Your instructor will give you a copy of the printed library tour and assign it for completion on your own outside of class. The tour will introduce the major services, collections, and facilities of Bracken Library and serve as a foundation for the more detailed information to be presented later. It includes several questions intended to help you gain practical knowledge of some library services and resources. Since the tour is self-pacing, you can spend as little or as much time as wished in the various library areas.

   FOLLOW-UP. Tour answer sheets will be collected by your instructor, marked, and returned for your information. Also booklets entitled "Using the Card Catalog" and "Locating Periodical Articles" will be distributed in the classroom and assigned for reading.

2. *LIBRARY SESSION I: Card Catalog and Periodical Laboratory.* During this class period in the library, you will have an opportunity for guided practice in the use of the Card Catalog and periodical indexes. You will complete individualized worksheets based on the booklets mentioned above. Personal assistance will be available from librarians and your professor. The worksheets will be turned in to your instructor at the end of the session.

   FOLLOW-UP. Lab worksheets will be returned to you by your course instructor. Questions can be directed to the instructor or the librarians in the Office of Library Instruction.

   Note--Before you come to the library for the second session, it is important that you have the topic for your paper already selected and approved.

3. *LIBRARY SESSION II: Search Strategy and Bibliography.* After the paper topic has been chosen, the next step is to organize your search for good information on it. A librarian will demonstrate a basic "search strategy" outline using a model topic. This will help you to plan an effective research approach.

   FOLLOW-UP. A "Search Strategy Worksheet," which is based on the outline demonstrated by a librarian, will be assigned. You will complete the worksheet using your own topic. The completed worksheet will be evaluated by your instructor, and in some cases also by a librarian, and it will serve as a preliminary or working bibliography for your paper. Since this bibliography worksheet is preliminary and will be returned to you before the final paper is due, there will be an opportunity to consult with your course instructor or with a librarian if additional sources are needed or desired.

CHOOSING YOUR RESEARCH PAPER TOPIC

Sometime before the second library session, you will be deciding on the topic for your paper. Since the paper will be based on information found in the library, it is important to select a topic that is suitable for library research. Your English instructor will help you do this. In addition it might be helpful to keep in mind our suggestions as well.

1. *Explore the Topic.* In order to be able to know what particular aspect of the topic you wish to pursue, it is good to know the scope of the subject. Encyclopedias and other background sources are usually a good place to begin, since they can provide an overview of almost any subject. A general discussion of a large topic can reveal several sub-topics or related topics possibly suitable for a short or medium-sized research paper.

2. *Limit the Topic.* After doing some background reading, it should become clear that you will need to focus on one aspect of the general topic; otherwise efficient research will not be possible, and writing will be difficult. In addition, you will need a thesis statement. Usually the more specific you make the topic before beginning actual research, the more successful you will be in gathering usable information. The following are some examples of general topics made more specific:

General Topic	Specific Topic
Pollution	Water pollution in the West
Divorce	Effects of divorce on children
American Literature	Symbolism in The Scarlet Letter

   For the English research paper no doubt the specific topics above can be narrowed or limited even more.

3. *Preliminary Check for Library Materials.* After you have limited the topic, it is advisable to do some preliminary checking to see if the library has sufficient material on your specific topic. Consult with a reference librarian for sources to check. Look up the subject in the Main Card Catalog to see if there are books available on this topic. Check two or three volumes of periodical indexes to estimate if there are likely to be enough periodical articles you can use. If you find too few materials after a rough check of the resources, ask a reference librarian for help in selecting additional Card Catalog subject headings for another check. If you find an overwhelming amount of material, ask your instructor for help in limiting the topic again.

As soon as your topic is finalized, you will be ready to begin systematic library searching following the search strategy outline presented during the second library session. Using this approach should allow you to make the most of your time in the library.

CONCLUDING THOUGHTS

Some of the information covered in this guide and during the library instruction may be a review of what you already know. However, remember that the instruction is specifically geared to Bracken Library and to the writing of the English 104 paper. Its purpose is to help you use the library more easily and more effectively. We believe strongly that the skills you learn now will help you with the research paper as well as with assignments in future courses.

We expect that students will have questions. Therefore, don't hesitate to ask for assistance or for clarifications from your English instructor or from the librarians who will be meeting with you.

Mr. Tom Moore
Mrs. Judy Koor

Office of Library Instruction
Bracken Library Room 206
Phone: 285-8201

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7/81

Bracken Library
BALL STATE UNIVERSITY

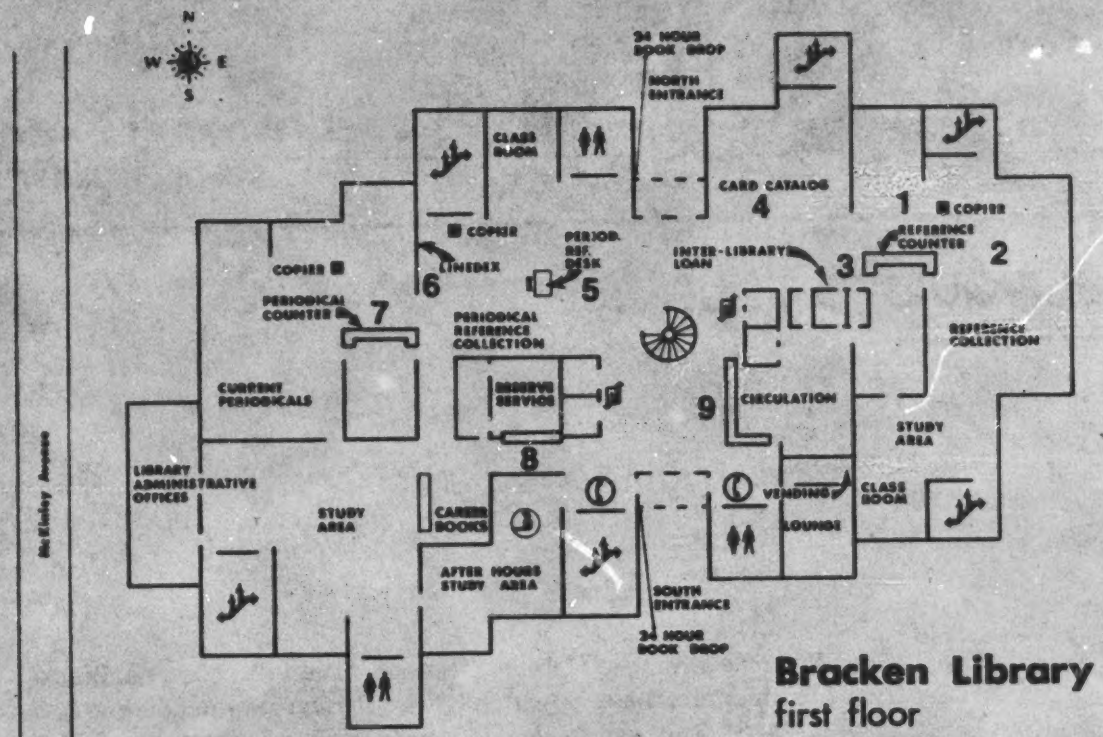
SELF-GUIDED TOUR

Welcome to Bracken Library. Through its varied resources, Bracken Library offers many opportunities for finding information and doing research. This self-guided tour will introduce you to some of the basic collections and services of this library.

The tour covers parts of all five floors of the library. The numbers of each section of the tour correspond to the numbers on the floor maps. Follow these numbers for specific locations. Since this is a self-guided tour, you may spend as much time as you wish in each area. Consult with library staff if you have questions or comments.

Additional information about this library and its branches, Library Science, Health Science, and Architecture libraries, is presented in library maps and guides available near the Circulation Counter. In particular, if you wish to take this tour *during the evening or on the weekend,* we suggest you check the library hours handout first since hours of service vary for some of the collection areas in Bracken Library.

Office of Library Instruction
Bracken Library
Ball State University



Bracken Library
first floor

FIRST FLOOR

Reference Service
1

Reference Service is one of the areas which provide individual assistance to library users. It is a good place to begin your tour. At the Reference Service Counter you will find reference librarians who will help you find information on a particular subject or locate materials in the Main Card Catalog and the reference collection. Some heavily used reference books are shelved behind the counter on Reference Reserve.

Reference Collection
2

The Reference Collection, on the shelves in the north and east sides of the Reference Area, features encyclopedias, dictionaries, bibliographies, and other standard reference works. They are shelved by call number. In the Main Card Catalog these books are designated by an "R" or "Ref" above the call number.

Note the photocopy machine located near the encyclopedias. Copies are five cents a page.

Around the corner from the Reference Service Counter are filing cabinets containing a collection of pamphlets on current topics and catalogs from other universities and colleges. The collection of pamphlets is called the Vertical File. A list of the topics available in the Vertical File is kept on top of the filing cabinet.

Some indexes and directories are on the index tables on your right as you proceed to step 3. Their locations are indicated by charts on the side of the index tables.

Interlibrary Loan Service
3

Interlibrary Loan Service provides a system whereby materials not available at the Ball State libraries can be borrowed from other libraries. Request forms and loan information are available at this counter.

Card Catalog
4

The Main Card Catalog is the primary index to books and media in Bracken Library and its branches. Periodicals, government publications, archival records, and maps are *not* generally included in the Main Card Catalog. They are listed in separate indexes in each area. The catalog has a dictionary arrangement with author, title, and subject cards interfiled alphabetically. Currently books are classified with a Library of Congress number. Some older materials can still be found under the Dewey Decimal number.

The floor location of a book can be determined by matching the first letter or number of the call number to the letter or numbers on the Location Charts posted on the side and top of the Main Card Catalog.

Periodical Reference
5

Periodicals (magazines and journals) and newspapers are housed on the west side of the first and second floors. The Periodical Reference Area contains many indexes and abstracts that refer to specific articles in periodicals. Reference librarians at the Periodical Reference Desk can assist you in finding and using the indexes, abstracts, and other tools in the area.

Note the photocopy machines available in Current Periodicals and Periodical Reference.

Linedex
6

Periodicals and newspapers owned by Bracken Library and its branches are listed alphabetically by title on the Linedex. The beginning volume number and date of the subscription are indicated. In addition, the location of the periodical is given if it is in another collection, e.g., "Architecture Library," or another format, e.g., "Microfilm." If a specific location is not indicated, the periodical is shelved in Bracken Library with current and bound periodicals.

Current Periodicals
7

Recent unbound issues of periodicals and newspapers in Bracken are kept in Current Periodicals. Staff at the Periodical Counter can help you find a specific issue. Heavily used current issues are shelved here behind the Periodical Counter. A clipboard on the counter lists those issues by title.

The rest of the current periodicals are shelved alphabetically by title at the west end of the area. Current newspapers are on the east side of the area. Most back issues of periodicals and newspapers are either with the bound periodicals (loose issues bound together in hard cover) on the west side of the second floor or in Microforms Service on the lower level. Some bound periodicals are in storage and are available on request. A list of volumes in storage can be consulted at the Periodical Counter.

Reserve Service
8

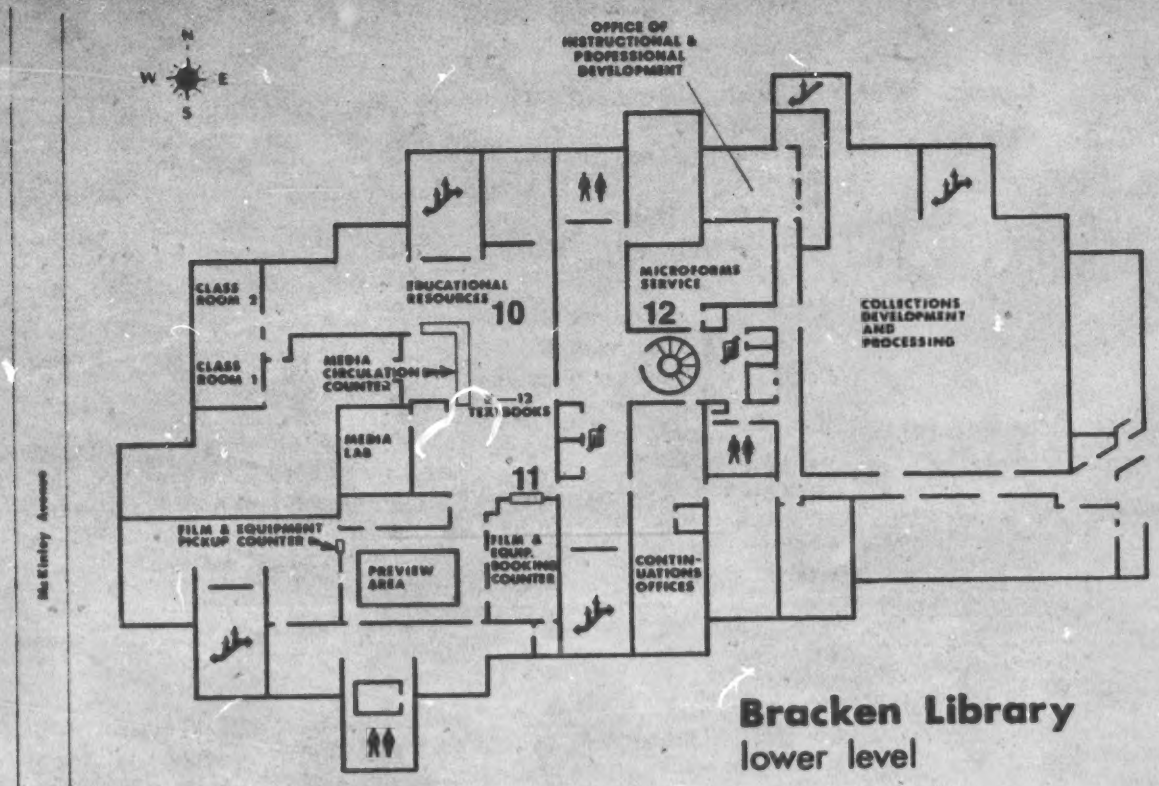
Books and periodicals placed on reserve by faculty are available at Reserve Service. A card file lists the books by the faculty member's name, the course name and number, and the author's last name.

Note the *After Hours Study Area* directly across from Reserve Service. This area remains open after the library is closed. Telephones, restrooms, and vending machines are available in the adjacent areas. A Career Books collection is also located near Reserve Service.

Circulation Counter
9

At the Circulation Counter general collection books are charged out and returned. If the book you want is not on the shelf, ask at this counter. A search can be requested for misplaced books. Books that are charged out can be recalled after two weeks.

Proceed to the lower level. You may use the spiral staircase or the west bank of elevators.



Bracken Library
lower level

LOWER LEVEL

Educational Resources 10

Educational Resources houses a comprehensive collection of instructional materials featuring films, filmstrips, videotapes, slides, cassettes, kits, etc., in addition to viewing and listening facilities and equipment. Curriculum materials such as K-12 textbooks and standardized tests are also part of this collection. Materials in Educational Resources are listed in the card catalog in this area and in the Main Card Catalog. However, a specialized call number system is used here. Letter prefixes above the number indicate the format of the material.

Film and Equipment Booking Counter 11

At the Film and Equipment Booking Counter of Educational Resources, you can arrange to preview films and videotapes. Also, consult the staff at this counter if you wish to use equipment for media presentations.

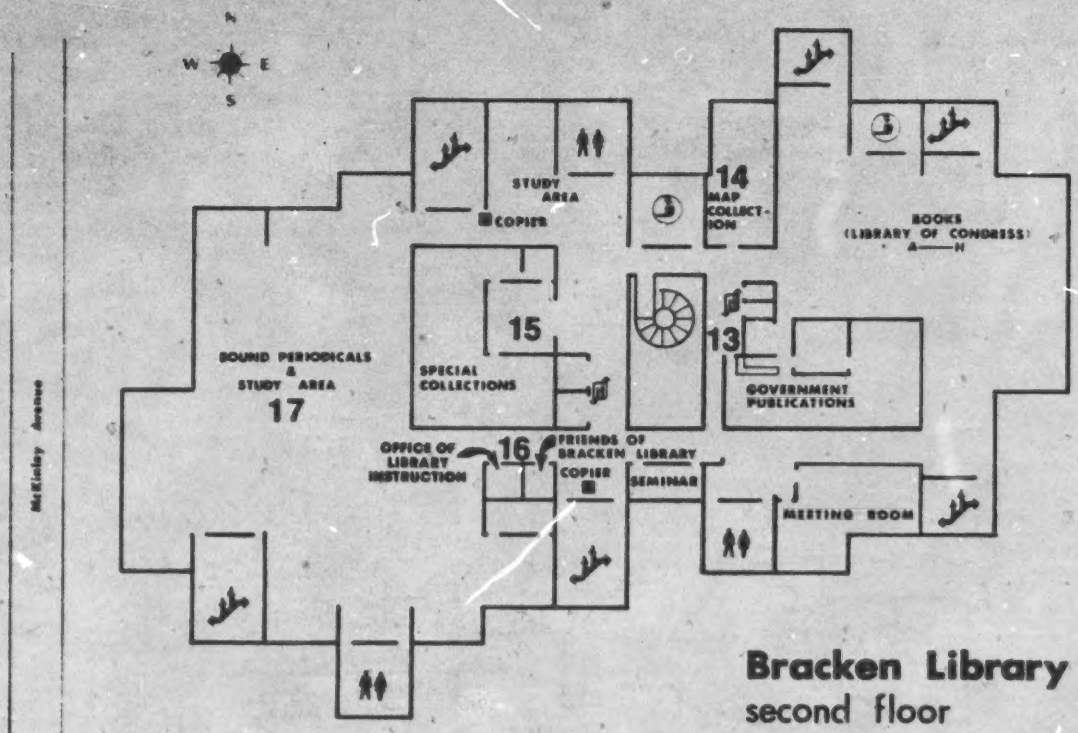
As you leave the counter, note the Media Lab, a room with facilities for producing your own media projects.

Microforms Service 12

Microforms Service houses the microforms and the "readers." Microforms are materials printed on films or cards in a reduced size. Readers are special machines which project and enlarge images for reading; some print copies of the microforms. Copies are ten cents each.

Periodicals, books and special reports on microfilm can be found in Microforms Service. The Main Card Catalog and Linedex will indicate whether the material is on microform. The staff will put the requested materials on a reader and show you how to use it.

The tour continues on the second floor. You may use the spiral staircase or the east bank of elevators.



Bracken Library
second floor

SECOND FLOOR

Government Publications 13

Government Publications contains a separate collection of federal and state publications. The library is a partial U.S. Government depository, receiving approximately 60 percent of the documents, reports, or hearings that the government publishes.

The *Monthly Catalog of U.S. Government Publications* lists federal government publications by issuing agency and subject. Since 1970 it has also served as a guide to this library's federal government publications collection. A checkmark placed next to an entry in the *Monthly Catalog* indicates that the document is located in Government Publications. Federal and state government publications received prior to 1970 are listed in the Main Card Catalog.

Map Collection 14

The Map Collection is composed of a variety of maps including topographic maps, road maps, city street maps, and thematic maps for the U.S. and foreign countries. Most maps can be charged out. The map librarian and assistants will help in locating map information.

Special Collections 15

Special Collections houses rare or special books, manuscripts, autographed items, valuable materials, and the University Archives. The reading room is open to anyone, but materials cannot be charged out.

There are always special exhibits in the windows and in the reading room. Feel free to browse and view the current exhibit.

Office of Library Instruction 16

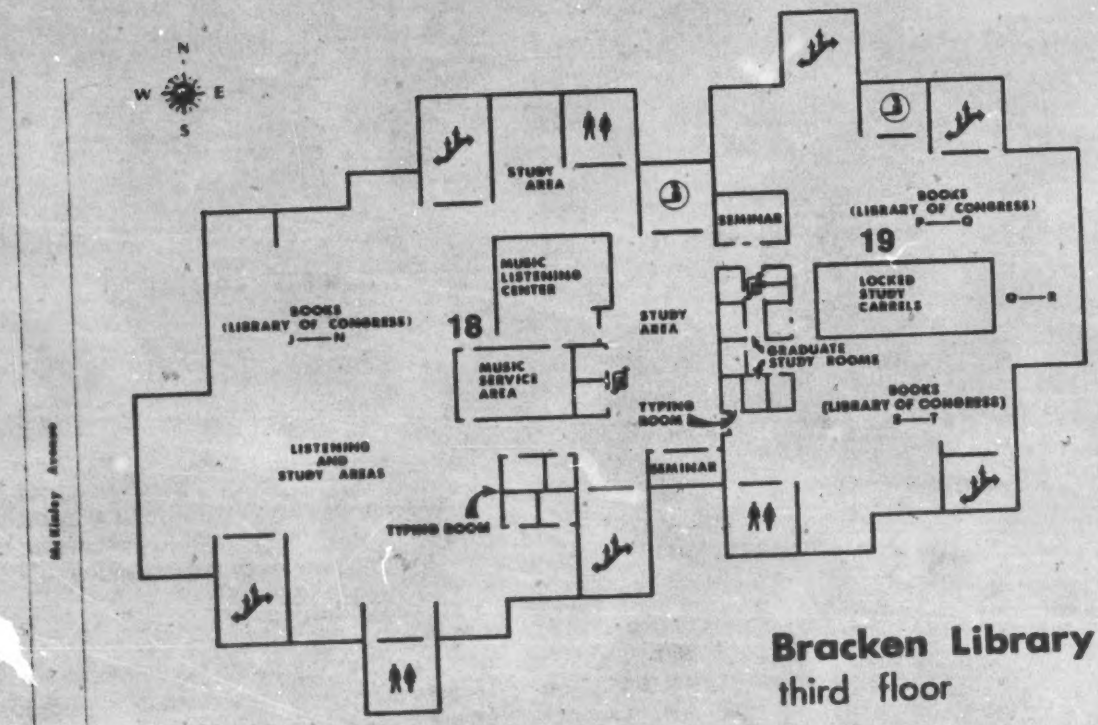
The Office of Library Instruction is the central point for coordinating instruction in library use for classes and individuals.

English 104 students in particular will want to note the location for possible future contact.

Bound Periodicals
17

The west side of the second floor houses Bracken Library's collection of bound periodicals. They are arranged on the shelves alphabetically by title. For help in locating bound periodicals, consult a periodical reference librarian or the staff at the Periodical Counter on the first floor. Remember that some bound periodicals are in storage. Request these at the Periodical Counter.

Now go to the third floor. We suggest you use the west bank of elevators.



Bracken Library
third floor

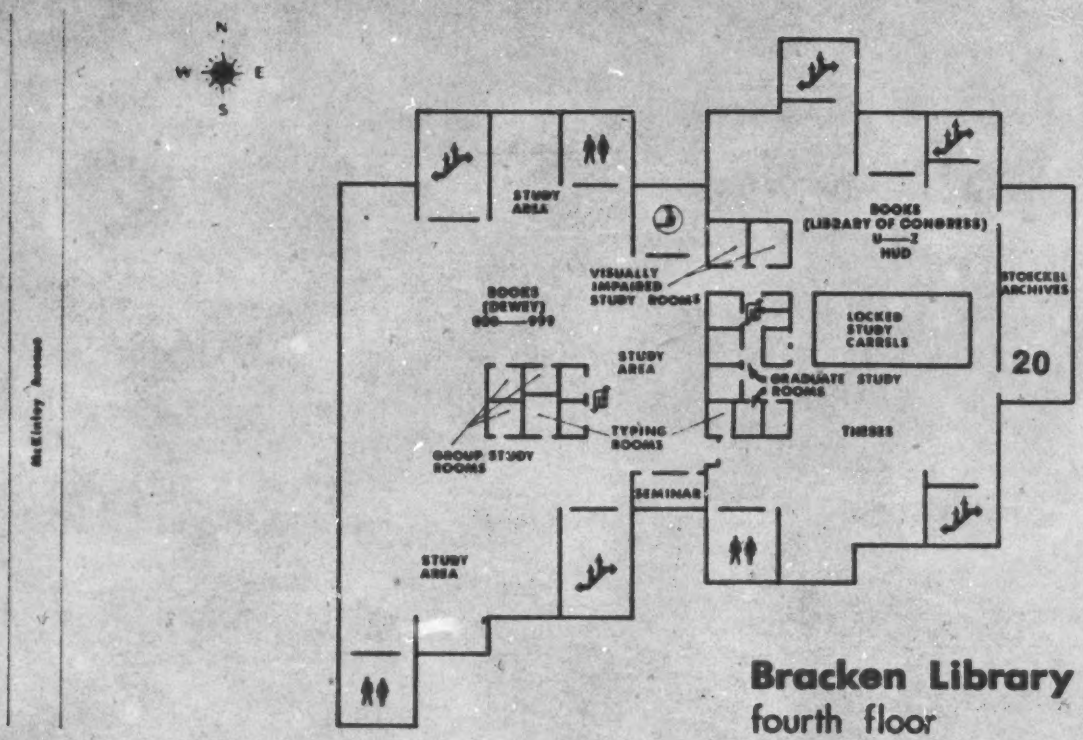
THIRD FLOOR

Music Library
18

The Music Library on the third floor has a collection of musical scores and books and a Music Listening Center. Most materials in the music collection are listed in the Main Card Catalog and can be charged out at the Circulation Counter on the first floor. The music librarian and staff can help in locating music information and materials. Currently the Music Listening Center is a laboratory for selected courses in music, but future plans include service to other users as well.

General Collection Books
19

The second, third, and fourth floors of Bracken Library contain general collection books in the areas shown on the floor maps. Books are arranged, of course, in call number order.



FOURTH FLOOR

Stoeckel Archives/ Center for Middletown Studies 20

The Stoeckel Archives on the fourth floor contains historical documents, maps, photographs, and other records relating to Delaware County and the surrounding region. The Center for Middletown Studies, established in 1980 and located with the Stoeckel Archives, houses information from various Middletown research projects and other material pertaining to Muncie's history since the 1920s. The archivist and staff will assist you in use of the collection guides and card catalog of the archives.

Tour Conclusion

This concludes the tour of the library. Feel free to return to any areas you have visited for additional inquiry and use. *Be sure to ask for help as needed.*

For a detailed listing of additional facilities and locations in Bracken Library, consult the map entitled "An Introduction to Bracken Library." Also, remember that information about circulation policies, hours, fines, etc., is available in the library guides kept near the Circulation Counter or in each collection or service area.

We hope this tour has familiarized you with Bracken Library. You may address any comments about the tour to the Office of Library Instruction.

CRLI Rev. 7 81 LP

NAME _____

INSTRUCTOR _____

COURSE NUMBER _____ COURSE TITLE _____

SELF-GUIDED TOUR: WORKSHEET

INTRODUCTION: This worksheet is designed to be used with the Self-Guided Tour booklet. The questions provide a chance for you to have practical experience in some of the library areas covered in the tour.

DIRECTIONS: The numbers of the questions correspond to the numbers of the sections in the Self-Guided Tour booklet. Answer each question after reading the information in the related section of the Self-Guided Tour. Circle one answer for each question. If you have any problems, the library staff will be glad to help you.

1. REFERENCE SERVICE
The rotary file at the Reference Service Counter lists the books on Reference Reserve.

Is Twentieth Century Short Story Explication on Reference Reserve?

a) yes b) no

2. REFERENCE COLLECTION
A list of the topics available in the Vertical File is kept on top of the filing cabinets.

Are there pamphlets on the topic Amnesty in the Vertical File?

a) yes b) no

4. CARD CATALOG
The floor location of a book can be determined from the Location Charts posted on top of the Main Card Catalog.

Where would you find a book with the call number HX 442 S197?

a) 1st Floor c) 3rd Floor West

b) 2nd Floor East d) 3rd Floor East

6. LINEDEX
The Linedex lists periodicals owned by Bracken Library and its branches.

Where would you find Poetry?

a) Science-Health Science Library c) Library Science Library

b) Architecture Library d) Bracken Library: Current and Bound Periodicals

7. CURRENT PERIODICALS
A clipboard on the Periodical Counter lists the titles of current issues kept on permanent reserve at the Periodical Counter.

Are current issues of Journal of Marketing kept on permanent reserve?

a) yes b) no

10. EDUCATIONAL RESOURCES
The call number prefix chart on top of the card catalog in Educational Resources lists the letter prefixes and the format of the material.

In what format would you find the materials with the call number T 403 ?

a) Rolled maps, charts, posters
b) Mounted pictures
c) Transparencies
d) Realia (Inc. models, games, etc.)

12. MICROFORMS SERVICE
The chart entitled "Types of Microforms," which you will find in Microforms Service, shows examples of the different types of microforms.

What type of microform is on a sheet of film ?

a) microfilm
b) microfiche
c) microcard

13. GOVERNMENT PUBLICATIONS
Locate the *Monthly Catalog* on the first row of shelves in Government Publications.

What is the earliest date of publication indicated on the spine of the first volume?

a) 1900
b) 1935
c) 1950
d) 1889

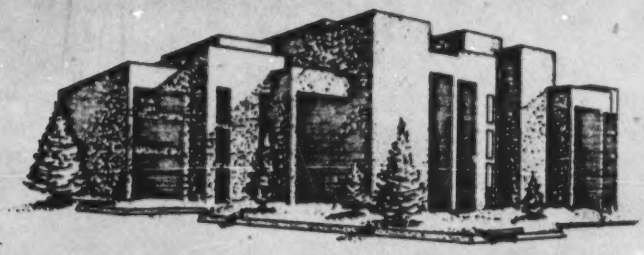
15. SPECIAL COLLECTIONS
What is currently being exhibited in the windows and Reading Room of Special Collections? (Write the name of the exhibit).

_____

19. GENERAL COLLECTION BOOKS
Using the Third Floor Map as a guide, locate the multivolume set of books with the call number QA 401 M514 .

What is the title of this set?

a) The Journals of Ralph Waldo Emerson
b) Advances in Applied Microbiology
c) Methods in Computational Physics
d) The Works of the English Poets



Bracken Library
BALL STATE UNIVERSITY

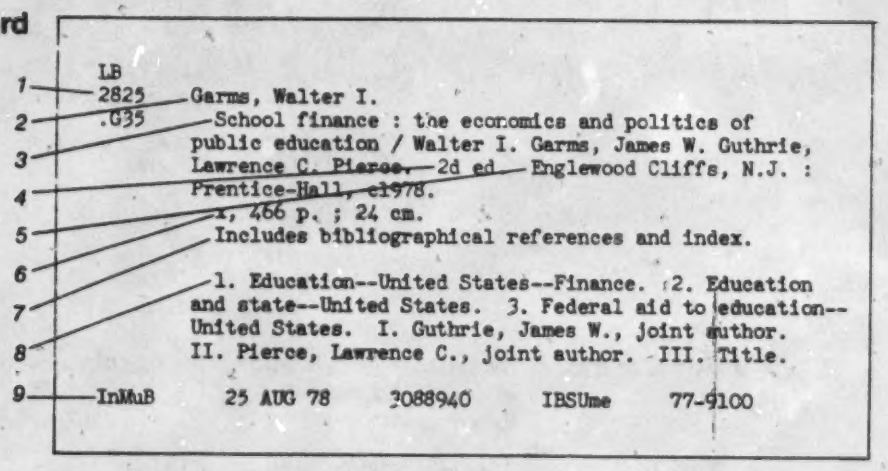
USING THE CARD CATALOG

The main card catalog is an index to books and media in Bracken Library and its branches. Other collections such as periodicals, government publications, and maps are not included in the catalog. Special indexes in these areas provide access to the materials.

I. The catalog card

The card catalog consists of thousands of alphabetized cards, each containing information about a book or media item. To use the catalog effectively it is necessary to know the parts of the catalog card.

The Catalog Card


LB
2825
.G35
Garms, Walter I.
School finance : the economics and politics of public education / Walter I. Garms, James W. Guthrie, Lawrence C. Pierce. 2d ed. Englewood Cliffs, N.J. : Prentice-Hall, c1978.
x, 466 p. ; 24 cm.
Includes bibliographical references and index.
1. Education--United States--Finance. 2. Education and state--United States. 3. Federal aid to education--United States. I. Guthrie, James W., joint author. II. Pierce, Lawrence C., joint author. III. Title.
InMuB 25 AUG 78 3088940 IBSUme 77-9100
1
2
3
4
5
6
7
8
9

Parts of a Catalog Card

1. The *call number* (and location symbol if applicable). The total combination of letters and numbers in the order they appear in on the card comprises the call number. This indicates the book's distinct location on the shelf.
2. The *author*. Last name first with additional data such as titles of nobility or birth and death dates when necessary.
3. The *title*. As it appears on the title page of the book.
4. *Edition statement*. Appears if the work is at least a second edition. Usually no such statement is included for a first edition.
5. The *imprint*. Included here are the place of publication, the publisher, and the date of publication. If the publication date is different from the copyright date, both are included.
6. *Number of pages, size of book,* and *maps, charts,* or *illustrations*.
7. *Special features*. Notes indicate if there is a bibliography and index.

8. *Tracings*. On recent cards tracings are present only on the author card, or on the title card when there is no author card. The tracings information indicates the other cards in the catalog for this book. Items with arabic numbers designate subject headings. Roman numerals represent additional cards for the title or for editors, co-authors, etc.

9. *Codes* pertaining to computer cataloguing. They are *not* pertinent for locating the book.

II. Author, title, and subject entries

The card catalog has a dictionary arrangement. Author, title, and subject cards are interfiled alphabetically. Most materials in the card catalog will have an author, title, and at least one subject card.

Author Cards

1. The author card is the main card, since it includes the tracings information as well as information also contained on title and subject cards.

   Author card—filed in the G's under the author's name:

```
LB
2825    Garms, Walter I.
.G35      School finance : the economics and politics of
        public education / Walter I. Garms, James W. Guthrie,
        Lawrence C. Pierce.  2d ed.  Englewood Cliffs, N.J. :
        Prentice-Hall, c1978.
          x, 466 p. ; 24 cm.
          Includes bibliographical references and index.

          1. Education--United States--Finance.  2. Education
        and state--United States.  3. Federal aid to education--
        United States.  I. Guthrie, James W., joint author.
        II. Pierce, Lawrence C., joint author.  III. Title.

InMuB       25 AUG 78      3088940      IBSUme      77-9100
```

Title Cards

2. Most books have a card for the title of the work. Sometimes book titles are used as the main card and therefore also include the tracings information.

   Title card—filed in the S's under the title:

```
          School finance
LB
2825    Garms, Walter I.
.G35      School finance : the economics and politics of
        public education / Walter I. Garms, James W. Guthrie,
        Lawrence C. Pierce.  2d ed. Englewood Cliffs, N.J. :
        Prentice-Hall, c1978.
          x, 466 p. ; 24 cm.
          Includes bibliographical references and index.

InMuB       25 AUG 78      3088940      IBSUnt      77-9100
```

Subject Cards

3. Most books have at least one subject card. Subject cards can represent a person, place, or topic. Subject headings can be single words, compound headings, inverted headings, or subdivided headings. Usually they are printed either in red lettering or in black upper-case letters at the top of the card.

   The subject headings used are Library of Congress subject headings. For additional information on these subject headings, consult the books entitled *Library of Congress Subject Headings*, 8th edition and supplements, located next to the card catalog.

Examples of Subject Headings

Single Heading .....EDUCATION
Subdivided Heading EDUCATION—U.S.—BIBLIOGRAPHY
Inverted Heading .....EDUCATION, ELEMENTARY
Compound Heading .....EDUCATION AND STATE

Example of Subject Heading Card

Subject card—filed in the E's under the subject:

```
                EDUCATION--UNITED STATES--FINANCE
LB
2825    Garms, Walter I.
.G35      School finance : the economics and politics of
        public education / Walter I. Garms, James W. Guthrie,
        Lawrence C. Pierce.  2d ed. Englewood Cliffs, N.J. :
        Prentice-Hall, c1978.
          x, 466 p. ; 24 cm.
          Includes bibliographical references and index.

InMuB     25 AUG 78      3088940        IBSUme     77-9100
```

III. Filing arrangement

Word by Word

In the card catalog authors, titles, and subject headings are interfiled alphabetically. Cards are filed word by word, alphabetizing letter by letter to the end of each word. For example:

New Jersey
New York
Newark
Newspapers
Next to valor

When the word is the same for two or more cards, the filing arrangement is author, subject heading, then title.

Author Subject Title

Author .....LONDON, JACK
Subject .....LONDON—DESCRIPTION AND TRAVEL
Title .....LONDON BRIDGE

Some important additional filing rules are:

1. Cards are arranged alphabetically by the first word on the card ignoring the initial articles a, an, and the.

   Example: The title card for the book *The Lives of a Cell* is located under the letter L.

2. Books *by* an author are filed *before* books *about* an author.

   Example: Cards for books on Hemingway as a subject are filed after cards for books written by Hemingway.

3. Personal last names beginning with Mc and M' are alphabetized as Mac.

   Example: The name McGinnis is filed as MacGinnis.

4. Subject headings with subdivisions are filed after cards with the same subject headings but without subdivisions.

   Example: AMERICAN LITERATURE comes before AMERICAN LITERATURE—HISTORY AND CRITICISM.

IV. Card catalog 1 and card catalog 2

There are two parts to the main card catalog: Card Catalog 1 and Card Catalog 2. Card Catalog 1 is the source of information for books and other catalogued materials added to the collection *before 1981*. Card Catalog 2 indexes books and other catalogued materials added to the collection *since January 1, 1981*. Card Catalog 2 is located to the east of Card Catalog 1 in the catalog area of Bracken Library.

Background

Card Catalog 2 was created in 1981 to join the original catalog, now called Card Catalog 1, as a result of major changes in the cataloguing rules used by Ball State and most large libraries. It was established for cards produced under the new rules.

Card Catalog 1 and Card Catalog 2 Comparison

There are two important differences in card filing rules between Card Catalog 1 and Card Catalog 2. They are in the forms of names and the arrangement of headings beginning with numerals.

1. In Card Catalog 1, legal or official forms of names are used. In Card Catalog 2 the most commonly known form of the name is used. For authors this may be a real name, a nickname, or initials.

Examples	CARD CATALOG 1	CARD CATALOG 2
Personal Names	Chaikovskii, Petr Il'ich	Tchaikovsky, Peter
	Clemens, Samuel Langhorne	Twain, Mark
Institutions, Agencies, etc.	Indiana, Ball State University, Muncie	Ball State University

2. In Card Catalog 1 titles beginning with numerals are filed as if the number were spelled out. In Card Catalog 2 titles beginning with numerals are filed in numerical order in the drawer before the A's.

Example	CARD CATALOG 1	CARD CATALOG 2
Numerals	*1913: America Between Two Worlds* (title card) filed in the "N" drawer as if written "Nineteen"	*1913: America Between Two Worlds* (title card) filed in the drawer before the "A's"

Card Catalog Searching

A thorough search for catalogued materials in Bracken Library and the branch libraries in most cases will require use of both Card Catalog 1 and Card Catalog 2. More information about the differences between the two parts of the catalog is presented in the information sheet *Card Catalog 2*, available at the Reference Service Counter.

V. Locating the book

Classification Systems

Bracken Library has materials classified in both the Dewey Decimal Classification System and the Library of Congress Classification System, referred to as L.C. Since about 1967 new books have been classified in L.C. However, in order to locate books successfully, it is necessary to recognize both systems.

Library of Congress

In the Library of Congress classification system materials are arranged by using the letters of the alphabet to represent various subject areas. Numbers follow the letters to subdivide each subject. The bottom line of the call number, called a Cutter number, identifies a specific book within the designated subject area.

Subject number	PS 613
Cutter number	.W47

Dewey Decimal

In the Dewey Decimal system materials are arranged by numbers representing subject areas. The subject number consists of whole numbers and decimals. The Cutter number is the bottom line of the call number.

Subject number	618.2
Cutter number	M484m

In both the Dewey and L.C. Systems the Cutter number is treated as a decimal. Therefore, for example, on the shelf

PS 613		PS 614	618.2		618.2
.W47	comes before	.W5	M494m	comes before	M5m

Location Symbols

If the book is in Reference or in a branch library, a distinct collection in Bracken Library, or an area reserved for oversized materials, special location symbols are indicated on top of the call number.

Architecture Library ⟶	Arch
Location Symbol	DS 485
	.K5

In order to locate the book on the shelves, copy the entire call number (with location symbol if given) as it appears on the upper left corner of the catalog card. The books are arranged on the shelves according to their specific call numbers. The floor on which a book is located can be determined by matching the first letter of an L.C. call number or the first number of a Dewey Decimal call number to the letter or numbers on the "Location of Books in Stacks" chart on top of the main card catalog and reproduced below. The "Location Symbols" for the different library collections can also be found at the card catalog.

Assistance

Consult a Reference Librarian for help in using the card catalog or in locating books and other materials in Bracken Library's collections.

Circulation

After locating the book, you may charge it out at the Circulation Desk (First Floor East). If the book is not on the shelf, inform the staff at the Circulation Desk. If it is charged out, the book can be held for you when it is returned. If it is missing, a search for the book can be conducted.

VI. Location of books in stacks

A-H ..... 2nd Floor East
J-N ..... 3rd Floor West
P-T ..... 3rd Floor East
U-Z ..... 4th Floor East
000-999 ..... 4th Floor West
92 follows 919.9 ..... 4th Floor West
Drama Loan ..... 4th Floor East
HUD ..... 4th Floor East
Theses ..... 4th Floor East

"Q" or "Oversize" books are shelved at the ends of major units of the call number sequence. For example:

Q DF 715 .V3	will be located at the end of all the D's and before the beginning of the E's
Q 821.33 M17	will be located at the end of all the 800's and before the beginning of the 900's
Oversize RA 7320 .P7	will be located at the end of all the R's and before the S's

NAME _____

INSTRUCTOR _____

COURSE NUMBER _____ COURSE TITLE _____

USING THE CARD CATALOG: WORKSHEET

Introduction: This worksheet is designed to give you practice using the Main Card Catalog. For this exercise you will 1) search the catalog using author, title, and subject approaches; 2) identify essential content on the catalog card; and 3) determine a book location in the library. The questions are based on the pamphlet entitled "Using the Card Catalog." If you are unsure about any aspect of the worksheet, consult the pamphlet or ask a librarian for assistance.

Directions: Use Bracken Library's Main Card Catalog to answer the questions. Circle one answer for each question.

1. Eugenie Alexander is the author of a book entitled:

   a) Art for Young People
   b) Running for Your Health
   c) Battleships of the Civil War
   d) Space Technology

2. Elites in Australia is the title of a book. Who is the author?

   a) Robert F. Cornellisson
   b) Richard Taflinger
   c) John Higley
   d) Guy E. Livezey

3. Frogs, Fossil is a subject heading used in the card catalog. Find the subject heading. Bracken Library has a book listed under this subject heading by:

   a) Karen D. Wetzler
   b) Zdenek V. Spinar
   c) William S. Walsh
   d) Roman McKey

4. English literature--Dictionaries is a subject heading under which specialized dictionaries and encyclopedias for the topic of British fiction are listed. One work has the call number Ref PR 19 .G54 1978. Using the subject heading and the Card Catalog determine the title of this work.

   a) Dictionary of English Literature
   b) Longman Companion to English Literature
   c) McCormick's Dictionary of British Fiction
   d) British Authors

(over)

5. Glass - Bibliography is a subject heading under which specialized bibliographies (lists of books and/or periodical articles) for the topic of Glassblowing are listed. One work owned by Bracken Library has a call number Z 6046 D84. What is its title?

a) All About Glass
b) Glass and Glassblowing
c) Sources in Glassblowing
d) Bibliography of Glass

Fred Davis wrote a book entitled Passage Through Crisis. Locate the *author card* and answer the following questions:

6. What is the edition of the book?

a) 1st or no indication
b) 2nd
c) 3rd
d) Other

7. Does this book have a bibliography or a section containing bibliographical footnotes?

a) yes
b) no

8. Examine the "tracings" at the bottom of the card. In the tracings subject headings are indicated by arabic numbers (such as 1,2,3 . . .). Which of the following is a subject heading under which this book is indexed in the catalog?

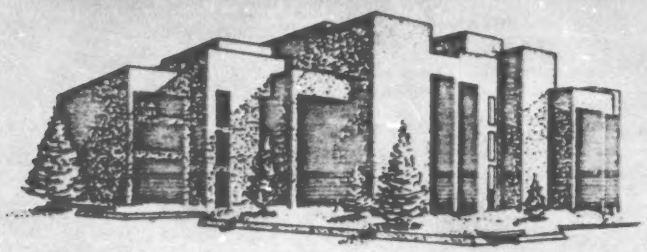
a) Family Group Therapy
b) Sick--Psychology
c) Diseases
d) Poliomyelitis--Psychological Aspects

9. The call number indicates that this book is classified under which of the two systems in use at Bracken Library?

a) Library of Congress Classification
b) Dewey Decimal Classification

10. Match the call number against the Location Chart at the Card Catalog to identify the level and area where the book is shelved (for example, Second Floor, West). This book is located on the:

a) Second Floor East
b) Third Floor East
c) Third Floor West
d) Fourth West



Bracken Library
BALL STATE UNIVERSITY

LOCATING PERIODICAL ARTICLES

Definition and Purpose

Periodicals, here meaning magazines and journals, come in a variety of kinds and exist on almost every subject ranging from the general to the very specialized. Most searches of the literature on a topic include a search for periodical articles. There are several reasons for this: (1) periodicals are a good source of current information because of their frequent publication; (2) periodical articles frequently focus on a specific aspect of a topic or treat a subject from a particular point of view; (3) the history of the literature on a topic can easily be traced through periodicals. Although these are only a few reasons to use periodicals, it should be clear that periodicals are an important and necessary information source.

Periodical Indexes

Since there are thousands of periodicals containing articles covering a wide variety of subjects, it is usually most efficient to use a periodical index to locate articles on an individual topic or by a certain author. Periodical indexes themselves appear in different formats and cover various subjects. Some indexes also contain abstracts, or short summaries of periodical articles; these are called periodical abstracting services. Many periodical indexes, whether or not including abstracts, are issued monthly with annual cumulations. All indexes list articles by subject, and some list articles by author also.

I. Locating and selecting a periodical index

Periodical indexes are located in the Periodical Reference Area of Bracken Library on First Floor West. The heavily used indexes are kept on tables as you enter the Periodical Reference Area. The others are shelved alphabetically by title on the shelving at the south side of the area. Titles of periodical indexes are listed in a special card catalog in Periodical Reference. A selected bibliography of periodical indexes and abstracts is on the last page of this booklet. Periodical reference librarians are available to help you locate and use periodical indexes and articles.

II. Finding a subject heading

After selecting a periodical index appropriate for your topic, finding the best subject heading(s) is the next step. Try to be as specific as possible. Begin with key words or terms you know to be associated with your topic. There may be a cross reference referring you from the first subject heading chosen to alternate or additional headings.

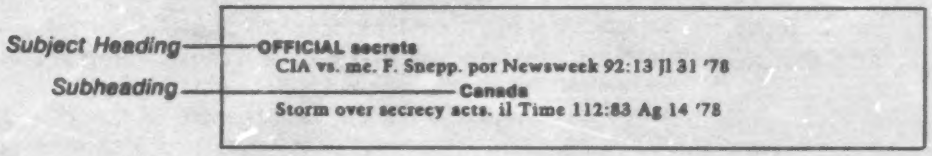
Cross Reference

OIL royalties. See Oil fields—Royalties

OFFICE equipment and supplies
See also
Adding machines
Computers—Business use

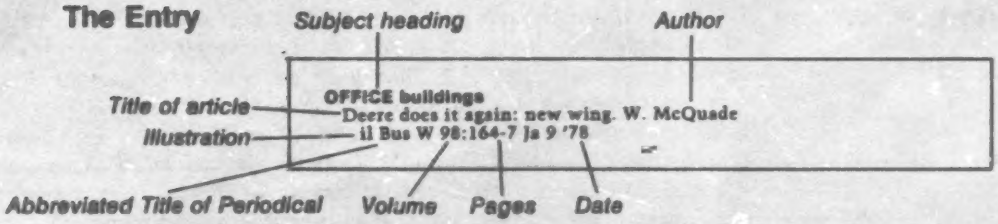
If you do not find any information under the initial heading chosen, try a synonym or a broader subject term. Consult the librarian if you have difficulty.

Subheading Subject headings can also have subheadings under major topics.


Subject Heading
Subheading
OFFICIAL secrets
CIA vs. me. F. Snepp. por Newsweek 92:13 Jl 31 '78
Canada
Storm over secrecy acts. il Time 112:83 Ag 14 '78

III. Reading the entry

The Entry



In the example above, taken from the *Readers' Guide to Periodical Literature*, the parts of an entry are designated. All indexes published by the H. W. Wilson Co., i.e., *Education Index*, *Business Periodicals Index*, etc., have essentially this same format.

a. All the information in the entry is necessary for locating the periodical and can be used later in your bibliography. Copy the author, title, periodical title, volume, pages, and date. It is useful also to copy the name and volume of the index in case you need to verify the information or request the article from another library through Interlibrary Loan.

b. Abbreviations used in the entries are spelled out in lists of abbreviations in the *front* of most periodical indexes. This includes a list of periodical title abbreviations. You need to find the complete title of the periodical before checking to see if the library owns it.

IV. Checking the Linedex

The Linedex

Almost all the periodicals owned by the Bracken Library and the branch libraries are listed on a Linedex file located on tables at the west wall of the Periodical Reference Area. The periodicals are listed *alphabetically by title*.

Exceptions:

a. Titles in which the name of an organization appears are rearranged to begin with the name of the organization.

Journal of the American Medical Association
is listed as
American Medical Association. Journal

b. Acronyms or initialisms are listed at the beginning of the entries designated by the first letter of the acronym, e.g., ELH is found at the beginning of the E's.

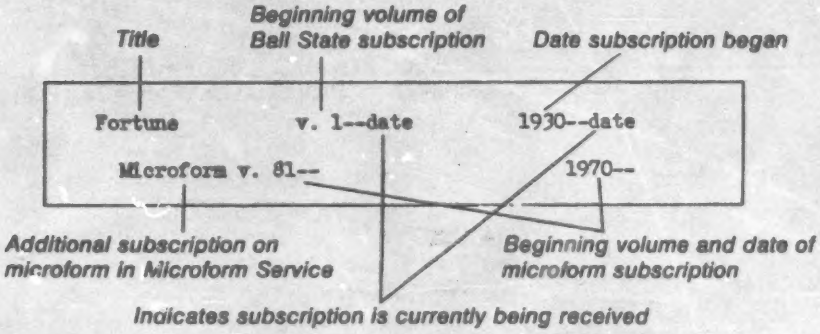
ELH v. 1—date 1934—date
Early American Literature v. 1—date 1966—date

c. Some periodicals published semiannually or less frequently, or titles issued as proceedings, transactions, or yearbooks are in the Main Card Catalog, *not* on the Linedex.

d. Periodicals published by the Government Printing Office are not listed on the Linedex unless shelved in Periodical Service. Check in the Government Publications Collection on Second Floor East.

Consult the librarian if you are in doubt.

Linedex Entry



V. Finding the volume

Current and Bound Periodicals

Current issues of periodical titles are shelved alphabetically by title in the Current Periodical Room (First Floor West). Heavily used current issues are kept at the Periodical Counter. A clipboard on the counter lists the titles shelved there. These titles need to be charged out for room use. All current periodicals are to be used in the Current Periodical Room. Regularly, current issues are sent away to be bound together in a hard cover. Most bound periodicals are shelved alphabetically by title on Second Floor West. Some bound periodicals are in storage and are available on request. A list of volumes in storage can be consulted at the Periodical Counter.

In the example on the previous page taken from the Linedex, basic location information is designated. In order to determine if the volume is in the Current Periodical Room or with the bound periodicals, ask at the Periodical Counter. If the title is in another collection, e.g., Science-Health Science Library, or in Microforms Service, the information is on the Linedex. Check back at the Periodical Counter if you are unable to locate the volume. It may be charged out, missing, or at the bindery.

Remember: Consult the Periodical Reference Librarian for help in using the indexes or locating the periodicals.

Selected bibliography: Periodical indexes and abstracts

General

Readers' Guide to Periodical Literature, v. 1, 1900—. Also *Nineteenth Century Readers' Guide*, 1890-1899.

Cumulative Index to Periodical Literature, March 1959-Feb. 1970, v. 1-7.

Subject

International Index to Periodicals (with various subtitles); v. 1-18, 1907-1965.

Social Sciences and Humanities Index, v. 19-25, 1965-1974. Formerly *International Index to Periodicals*. Superseded by *Humanities Index* and *Social Sciences Index*.

Humanities Index, v. 1, 1974—.

Social Sciences Index, v. 1, 1974—.

Art Index, v. 1, 1929—.

Business Periodicals Index, v. 1, 1958—.

Education Index, v. 1, 1929—.

Music Index, v. 1, 1949—.

Public Affairs Information Service (P.A.I.S.), v. 1, 1915—. Earlier volumes in Reference. Periodical Reference has 1965—.

Psychological Abstracts, v. 1, 1927—.

Newspaper

Chicago Tribune Index, 1972—.

Los Angeles Times Index, 1972.

New Orleans Times-Picayune Index, 1972—.

New York Times Index, 1851—.

Wall Street Journal Index, 1958—.

Washington Post Index, 1972—.

Book Review

Book Review Digest, v. 1, 1905—. Also *Author/Title Index*, 1905-1974, 4 vols.

Book Review Index, v. 1, 1965—.

New York Times Book Review Index, 1896-1970.

CRLI Rev. 7/81 LP

NAME _____

INSTRUCTOR _____

COURSE NUMBER _____ COURSE TITLE _____

LOCATING PERIODICAL ARTICLES: WORKSHEET

Introduction: The purpose of this exercise is to provide you with practice using one of the major periodical indexes available at Bracken Library. It also includes use of the Linedex to determine Ball State's periodical holdings. The questions are based on the booklet entitled "Locating Periodical Articles."

Directions: Using the index Humanities Index, Vol. 2 look up the first article under the subject heading Folk art _____ and answer questions 1-6. Answer questions 7-10 at the Linedex.

1. Who is the author of this article?

   a) K. M. Anderson
   b) B. Hollingsworth
   c) W. Ferris
   d) R. M. Kellams

2. What is the full title of the periodical? (If the periodical title is abbreviated in the index citation, check the list of periodical abbreviations at the front of the volume.)

   a) Arts in Society
   b) Southern Folklore Quarterly
   c) Folklore
   d) Journal of American Folklore

3. Does the article have a bibliography or maps, illustrations, etc.? (If needed, consult the list of abbreviated terms in the front of the index.)

   a) yes
   b) no

4. Most journal citations in periodical indexes include the journal's volume number. In this citation the volume number is:

   a) between vol. 1 and vol. 9
   b) between vol. 10 and vol. 19
   c) between vol. 20 and vol. 29
   d) volume 30 or higher

Now that you have indicated each part of the index citation, write the full bibliographical citation. Include: author, title of article, title of journal, volume, pages and date. _____

_____

_____

5. Indexes often use the term "see also" when referring to additional or alternate subject headings. Look at the beginning and the end of your designated subject heading listing for these references. Which of the following is suggested as an additional subject heading?

   a) American Indian Art
   b) Children as Artists
   c) Crafts
   d) Art in the South

6. This index lists articles under authors as well as subject terms. Look up the author's name for the article above. Has the author written any additional articles cited in this index?

   a) yes
   b) no

7. Is the periodical title in Question 2 on the Linedex?

   a) yes
   b) no

8. If the periodical title is listed on the Linedex, what is the earliest date of this journal owned by Ball State University?

   a) 1888
   b) 1925
   c) 1943
   d) 1969

9. Does Ball State own a complete set of volumes of this periodical title from volume 1 to present?

   a) yes
   b) no

10. Does Ball State own any volumes of this title on microform?

    a) yes
    b) no

Now locate the article on the shelf. If you cannot find it, ask a Periodical Reference Librarian for assistance.

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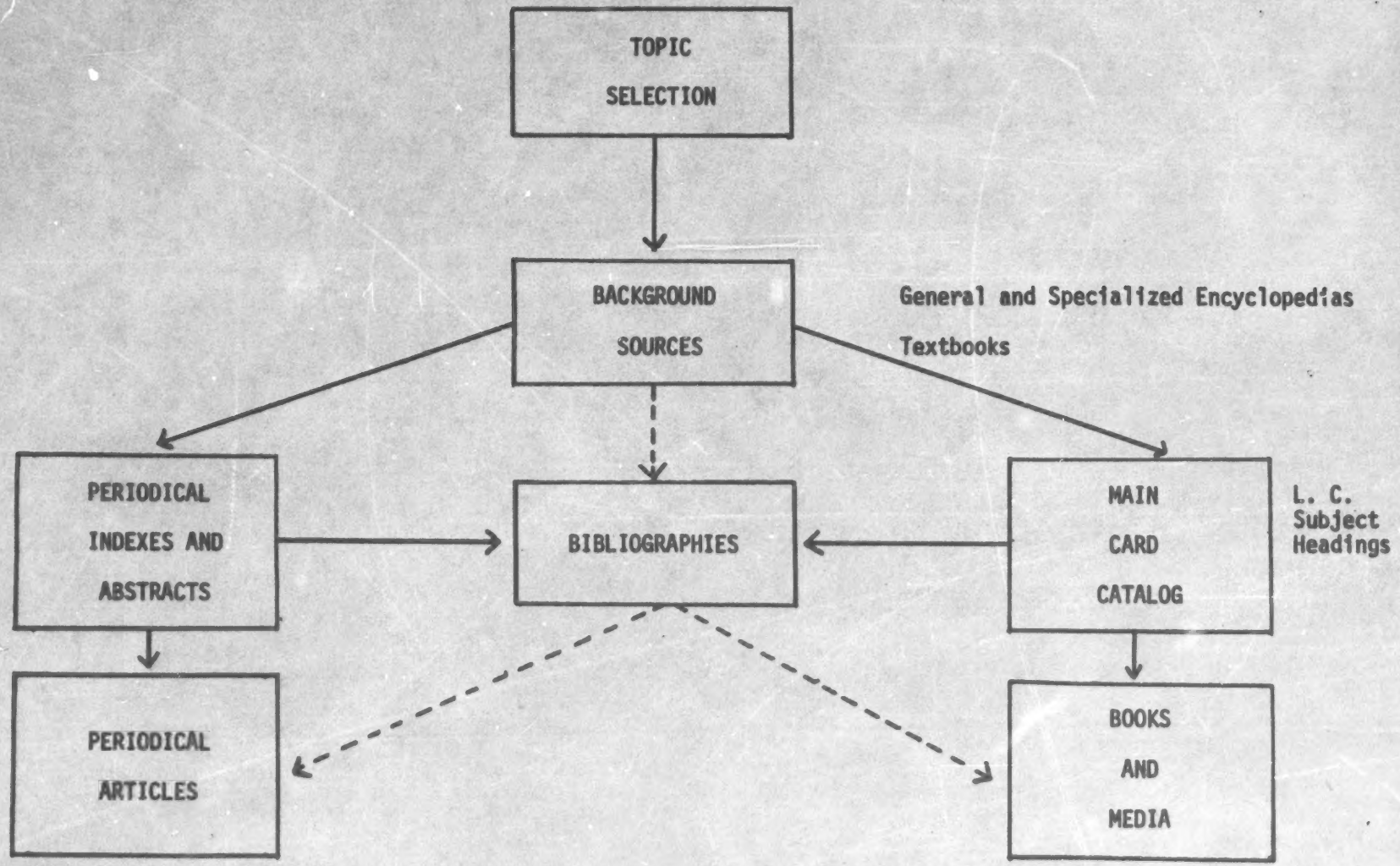

SEARCH STRATEGY MODEL

CRLI Rev. 8/79

BRACKEN LIBRARY
BALL STATE UNIVERSITY

BACKGROUND INFORMATION: a Guide to Sources

INTRODUCTION

In beginning to do research on a term paper topic, an important first step is to locate background information on the subject, especially if the topic is unfamiliar or very broad in scope. Background information is most often found in general and specialized encyclopedias located in the Reference Collection.

The information found in general and specialized encyclopedias will provide:

- an overview of a topic
- ideas for defining and narrowing a topic
- terms and key words useful for finding subject headings in the Card Catalog and periodical indexes
- bibliographies with suggested sources for further information

Most subjects can be found in encyclopedias. However, if the topic is very new or a recent development, news summaries, yearbooks or current periodicals and newspapers may be more appropriate sources for background information.

GENERAL ENCYCLOPEDIAS

General encyclopedias cover a wide variety of subjects. Since most information in these encyclopedias is written for the general public, articles are usually not too technical and are a good beginning for basic information on a topic. Many articles will also have bibliographies listing other sources relating to the subject. It is important to use an encyclopedia's index to locate all pertinent references to your topic.

General encyclopedias in the Reference Collection are located on the shelving adjacent to the photocopy machine. Selected general encyclopedias available in the Reference Collection are:

Collier's Encyclopedia, 1979. 24 vols.

Encyclopedia Americana, 1980. 30 vols.

The New Encyclopedia Britannica. 15th ed, 1974. 30 vols.

SPECIALIZED ENCYCLOPEDIAS

Specialized encyclopedias, usually devoted to one or two subject areas, provide a narrower, more in-depth coverage of particular topics. The information in specialized encyclopedias tends to be more technical than information in a general encyclopedia. When both kinds of encyclopedia information are used, the researcher will have a fairly complete overview of the topic.

Also, many specialized encylopedias have bibliographies listing further resources, and a separate index.

Since specialized encyclopedias are available on many different academic and popular subjects, it is necessary to locate these encyclopedias available in the Reference Collection by:

- Looking in the Card Catalog under subject headings followed by the subheading "Dictionaries." For example, the *Encyclopedia of Philosophy* is listed under the subject heading "Philosophy--Dictionaries."

- Asking a reference librarian for assistance in locating specialized encyclopedias on specific subjects.

In addition, the *Harbrace Handbook* lists some specialized encyclopedias in the chapter "Library Paper" on page 358. Here are some examples of specialized encyclopedias available in the Reference Collection:

R
LB 15 *Encyclopedia of Education*, 1971. 10 vols.
E47

Ref
Q 121 *McGraw-Hill Encyclopedia of Science and Technology*,
.M3 1977. 15 vols.
1977

R
GV 207 *The Physical Fitness Encyclopedia*, 1971.
P47

R
ML 105 *Rock on: The Illustrated Encyclopedia of Rock n' Roll*,
N49 1974.
Ref. Reserve

NEWS SUMMARIES

For information on new topics, recent developments or current trends, news summaries and periodical and newspaper articles are sometimes the best sources to use. Periodical and newspaper information can be found through newspaper and periodical indexes. Consult the booklet "Locating Periodical Information" or Periodical Reference librarians for assistance.

Some news summary sources available at Bracken Library are:

R
H 35 *Editorial Research Reports.* Washington, D. C., 1948
E3 to the present.

R
JK 1 *Congressional Quarterly Almanac.* Washington: Congres-
C66 sional Quarterly Service, 1945 to the present.

R
D 410 *Facts on File.* New York: Facts on File, Inc. 1941 to
F3 the present.

Periodical *New York Times Index,* 1850 to the present.
Reference

CONCLUSION

The kinds of sources discussed in this guide are useful for background information on most topics. There are many other kinds of reference books and other sources that will provide background information. Feel free to ask for assistance from reference and instruction librarians or the class instructor.

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BRACKEN LIBRARY
BALL STATE UNIVERSITY

BIBLIOGRAPHIES: a Guide

INTRODUCTION

A bibliography is a list of books and/or articles usually on a particular subject. Bibliographies can be parts of books or periodical articles, or they can be in separate book form. Some bibliographies are annotated, which means they have brief descriptions of the books or articles listed. Using one or more bibliographies on your topic can be helpful by:

- reducing the amount of searching by providing a compilation of books and articles
- making books and articles more accessible by identifying specific authors and titles to be searched in the Card Catalog and/or the Linedex
- insuring that important sources are not overlooked

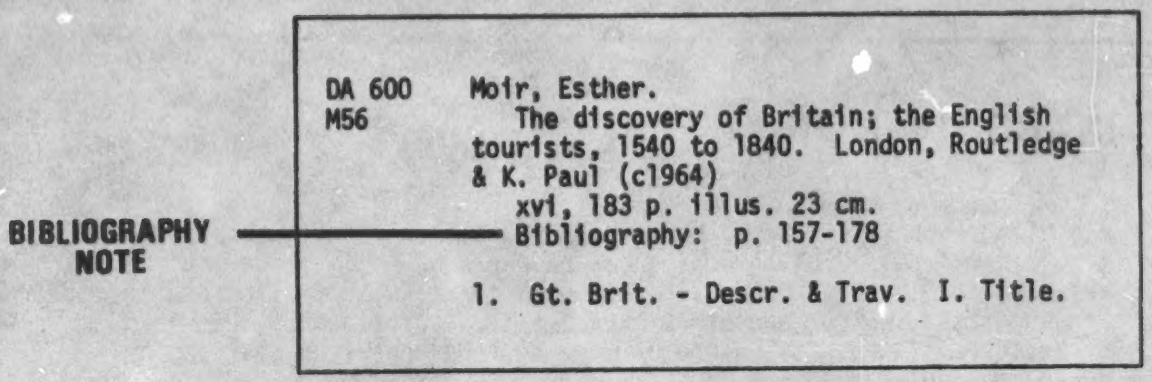
Knowing the scope or limits of a bibliography is important for deciding how useful it can be. Date of publication and time-span of coverage are factors to be considered. An annotated bibliography is useful for beginning work on a topic since it will help in determining the most important items.

LOCATING BIBLIOGRAPHIES

Bibliographies can be located in a variety of library sources. One way to begin is to check encyclopedias and specialized reference books for bibliographies. Usually bibliographies are included at the end of an article or in a separate bibiliography volume. Since the authors of encyclopedias and specialized reference books are experts in their fields, the items listed in these bibliographies are generally the most important sources. (See "Background Information: A Guide to Sources" for more information).

Frequently books found in academic libraries include bibliographies. You can determine if a book has a bibliography section or bibliographical

footnotes when using the Card Catalog. The catalog card will indicate in a note if the book has a bibliography. For example:


DA 600
M56
Moir, Esther.
The discovery of Britain; the English tourists, 1540 to 1840. London, Routledge & K. Paul (c1964)
xvi, 183 p. illus. 23 cm.
Bibliography: p. 157-178
1. Gt. Brit. - Descr. & Trav. I. Title.
BIBLIOGRAPHY NOTE

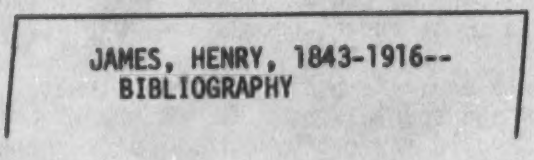
Bibliographies that are published separately in book-length can also be located through the Card Catalog. These can be identified by searching under a subject heading with the sub-heading "--Bibliography." For example:

ADULT EDUCATION--BIBLIOGRAPHY

or

LAW--BIBLIOGRAPHY

Since a person's name can be used as a subject heading, it is possible to identify bibliographies available on a person's life or a person's works by looking in the Card Catalog under the name (as a subject heading) followed by "--Bibliography." For example:



While the library may not have a bibliography on every topic, it does have bibliographies on many topics. Often a bibliography on a broad topic will cover many related but narrower topics. For example, a bibliography on "special education" might list books and articles on "handicapped children."

Don't hesitate to ask a reference librarian for assistance in finding a bibliography on your topic.

INDEX TO BIBLIOGRAPHIES

Bibliographic Index, 1937 to present.

The *Bibliographic Index* is a reference source that lists articles, books, parts of books, and pamphlets devoted in whole or part to bibliographies. The arrangement is alphabetical by subject. This can be a helpful source in locating bibliographies.

SELECTED BIBLIOGRAPHIES

Since there are separate bibliographies available on virtually any subject, compiling a representative list is very difficult. Therefore, the bibliographies listed below are a sample of the kinds of bibliographies available in this library. As the call numbers indicate, some are in the Reference Collection while others are in the general collection and can be checked out.

Ref
Z 8462.8 Guth, DeLloyd J. *John F. Kennedy; a Comprehensive Historical and Legal Bibliography, 1963-1979.* Westport, Conn., Greenwood Press, 1980.

R
Z 6514 .C97M34
Ref. Reserve Magill, Frank N. *Magill's Bibliography of Literary Criticism: Selected Sources for the Study of More Than 2500 Outstanding Works of Western Literature.* Englewood Cliffs, N. J., Salem Press, 1979.

Z 5814 .A24044 Ohlinger, John. *Media and Adult Learning: A Bibliography With Abstracts, Annotations and Quotations.* New York, Garland Pub., 1975.

CONCLUSION

When gathering information on a particular topic, especially with a view towards writing a term paper, previously compiled lists of books and articles can help you save time in doing research and also assist you in identifying important sources of information.

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Name _____

Instructor _____

Course No. _____

LITERARY SAMPLE

Search Strategy Worksheet

This worksheet is intended to help you compile a working bibliography on your research paper topic. It follows the model search strategy demonstrated in class and consists of several steps that should acquaint you with a variety of sources. If you need assistance, consult a reference librarian or a librarian in the Library Instruction Office, Room 206 Bracken.

TOPIC: Symbolism in Eugene O'Neill's "The Iceman Cometh"

1. Overview or Background Sources

a. Check two reference sources for background information on your topic. Consult one general encyclopedia as well as one of the specialized reference sources in your subject area, e.g. handbooks, dictionaries, directories.

General: Title	Pages
Encyclopaedia Britannica (Macropaedia)	Vol. 13, pp. 571-573
Specialized: Title	**Pages**
McGraw-Hill Encyclopedia of World Drama	Vol. 3, pp. 347-373

b. Check the background sources listed in step 1 for bibliographies. Copy here citations that seem useful for your topic. Include complete information for each citation (author, title, place, publisher, date for books; author, title of article, title of periodical, volume, pages, and date for periodicals).

Gelf, Arthur and Barbara. O'Neill. New York: Harper and Row, 1974.

Raleigh, John. Twentieth Century Interpretations of "The Iceman Cometh." New Jersey: Prentice Hall, 1968.

Gassner, John. O'Neill: A Collection of Critical Essays. New Jersey: Prentice-Hall, 1964.

2. Book Sources

a. Using the card catalog, list several subject headings most clearly related to your topic. For help, consult the Library of Congress Subject Headings (located next to the card catalog) or a reference librarian.

Subject Headings

O'Neill, Eugene Gladstone, 1888-1953
O'Neill, Eugene Gladstone, 1888-1953
The Iceman Cometh
O'Neill, Eugene Gladstone, 1888-1953 -- Bibliography
O'Neill, Eugene Gladstone, 1888-1953 -- Criticism and Interpretation
Drama -- 20th Century

b. Now write down authors, titles, and call numbers for any relevant books or media materials listed in the card catalog under the subject headings above.

Z 8644.5 A74 Atkinson, Jennifer McCable. Eugene O'Neill: A Descriptive Bibliography. Pittsburgh: University of Pittsburgh Press, 1974.

PS 3529 N5 I434 Frazer, Winifred Dusenbury. Love and Death in "The Iceman Cometh." Gainesville: University of Florida Press, 1967.

PS 3529 N5 Z578 1979 Carpenter, Frederic L. Eugene O'Neill. Boston: Twayne Publisher, 1979.

c. Many books have bibliographies which identify additional books and articles related to their topics. After locating the books listed under 2b, examine them for bibliographies and copy here any citations to potentially valuable sources.

Griffin, Ernest G., ed. Eugene O'Neill: A Collection of Criticism. New York: McGraw Hill, 1976.

Bogard, Travis. Contour In Time: The Plays of Eugene O'Neill. New York: Oxford University Press, 1972.

Miller, Jordan Y. Eugene O'Neill and the American Critic. Connecticut: Archon, 1962.

3. **Periodical Sources**

Choose periodical indexes and abstracts which possibly include articles on your topic. Refer to the list of periodical indexes contained in the booklet, "Locating Periodical Articles." Using the indexes, find article citations which might be usable. List them.

Indexes	Dates
Humanities Index, p. 529	April 1976 - March 1977
International Index, p. 389	April 1964 - March 1965

Article Citations

Brashear, W. R. "Wisdom of Silenus in O'Neill's Iceman," American Literature, 36 (May 1964), 180-188.

Scrimgeour, J. B. "From Loving to Misbegotten: Despair in the Drama of Eugene O'Neill," Modern Drama, 20 (March 1977), 37-53.

Name _____

Instructor _____

Course No. _____

Search Strategy Worksheet

This worksheet is intended to help you compile a working bibliography on your research paper topic. It follows the model search strategy demonstrated in class and consists of several steps that should acquaint you with a variety of sources. If you need assistance, consult a reference librarian or a librarian in the Office of Library Instruction, Room 206 Bracken.

TOPIC: _____

1. Overview or Background Sources

a. Check two reference sources for background information on your topic. Consult one general encyclopedia as well as one of the specialized reference sources in your subject area, e.g. handbooks, dictionaries, directories.

General: Title Pages

Specialized: Title Pages

b. Check the background sources listed in step 1 for bibliographies. Copy here citations that seem useful for your topic. Include complete information for each citation (author, title, place, publisher, date for books; author, title of article, title of periodical, volume, pages, and date for periodicals).

2. Book Sources

a. Using the card catalog, list several subject headings most clearly related to your topic. For help, consult the Library of Congress Subject Headings (located next to the card catalog) or a reference librarian.

Subject Headings

b. Now write down authors, titles, and call numbers for any relevant books or media materials listed in the card catalog under the subject headings above.

c. Many books have bibliographies which identify additional books and articles related to their topics. After locating the books listed under 2b, examine them for bibliographies and copy here any citations to potentially valuable sources.

3. **Periodical Sources**

Choose periodical indexes and abstracts which possibly include articles on your topic. Refer to the list of periodical indexes contained in the booklet, "Locating Periodical Articles." Using the indexes, find article citations which might be usable. List them.

Indexes	Dates

Article Citations

APPENDIX E

Student Evaluation Questionnaire Summaries

SUMMARY
Fall, Winter, Spring
1979-1980
713 Students Responding

STUDENT EVALUATION

OF LIBRARY INSTRUCTION IN ENGLISH 104

Directions: *So that we might evaluate our library instruction program, please respond to all of the following questions by circling the number that best describes your response.*

1. The purpose of the library instruction was presented clearly in the written student guide and at the beginning of the first library session.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

1-2: 97% 3-4: 3%

2. The Library Session I: Orientation was helpful in learning the basic services and facilities of Bracken Library.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

1-2: 95% 3-4: 5%

3. The booklets entitled "Using the Card Catalog" and "Locating Periodical Articles" were helpful in gaining understanding of card catalog and periodical use.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

1-2: 91% 3-4: 9%

4. The Library Session II: Card Catalog and Periodical Laboratory provided useful practice using the card catalog and periodicals reference tools.

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	Did Not Attend

1-2: 91% 3-4: 8% 5: 1%

5. The Library Session III: Search Strategy and Bibliography was helpful in learning how to organize and conduct library research.

1	2	3	4	5
Strongly Agree	Agree	Disagree	Strongly Disagree	Did Not Attend

1-2: 78% 3-4: 22%

6. The Search Strategy Worksheet aided me in locating information on my topic.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree
1-2: 55%		3-4: 45%	

Did you ask a librarian for assistance?

Check ( ): Yes 71% No 29%

If yes, respond to this statement:

The assistance was useful.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree
1-2: 89%		3-4: 11%	

7. The library instruction helped with the research paper assignment.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree
1-2: 82%		3-4: 18%	

8. I am more able to use the library for research as a result of library instruction in English 104.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree
1-2: 84%		3-4: 16%	

9. What information given during the library instruction was most useful?

10. What information was least useful?

11. What suggestion(s) would you make to improve the library instruction you received.

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SUMMARY
Fall, Winter, Spring
1980-1981
1107 Students Responding

STUDENT EVALUATION

OF LIBRARY INSTRUCTION IN ENGLISH 104

Directions: *So that we might evaluate our library instruction program, please respond to all of the following questions by circling the number that best describes your response.*

1. The purpose of the library instruction was presented clearly in the written student guide and at the beginning of the first library session.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

1-2: 98% 3-4: 2%

2. The Bracken Library Self-Guided Tour was helpful in learning the basic services and facilities of Bracken Library.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

1-2: 93% 3-4: 7%

3. The booklets entitled "Using the Card Catalog" and "Locating Periodical Articles" were helpful in gaining understanding of card catalog and periodical use.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

1-2: 94% 3-4: 6%

4. The Library Session I: Card Catalog and Periodical Laboratory provided useful practice using the card catalog and periodicals reference tools.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

1-2: 93% 3-4: 7%

5. The Library Session II: Search Strategy and Bibliography was helpful in learning how to organize and conduct library research.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree

1-2: 82% 3-4: 18%

6. The Search Strategy Worksheet aided me in locating information on my topic.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree
1-2: 68%		3-4: 32%	

Did you ask a librarian for assistance?

Check ( ): Yes 73% No 27%

If yes, respond to this statement:

The assistance was useful.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree
1-2: 94%		3-4: 6%	

7. The library instruction helped with the research paper assignment.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree
1-2: 83%		3-4: 17%	

8. I am more able to use the library for research as a result of library instruction in English 104.

1	2	3	4
Strongly Agree	Agree	Disagree	Strongly Disagree
1-2: 88%		3-4: 12%	

9. What information given during the library instruction was *most* useful?

10. What information was *least* useful?

11. What suggestion(s) would you make to improve the library instruction you received?

APPENDIX F

CRLI Evaluation Report

University of Wisconsin—Parkside
Kenosha, Wisconsin 53141
Telephone: AC 414 553-2221

The Library/Learning Center
Office of the Director

June 9, 1981

Mr. Tom Moore
Library Instruction Coordinator
Department of Library Service
Ball State University
Muncie, Indiana 47306

Dear Tom:

At long last we finished the evaluation report of the NEH-CLR Course-Related Library Instruction Program. Carla, Judith and I had a number of discussions relating to all of the information we collected through the telephone interviews, our visit to Ball State University and all of the detailed statistics and documents which you and Judith carefully prepared for us. The report represents our impressions and assessment of the program and provides you with several recommendations for integrating the program into the Department of Library Services.

We think that you and Judith have really done an excellent job in planning and implementing the Course-Related Library Instruction grant program at Ball State. Your deep commitment to the program, your hard work and your ability to work very well with the teaching faculty have helped to make the library more visible to students and faculty during the last three years. Many of your concerns about the future for the program are realistic and we have tried to address them in the report. We hope that our comments will help you and the library staff to expand library instruction and make it a vital part of the library operation in the future.

Our visit to Ball State University was most enjoyable and we appreciate very much your fine hospitality and efficient organization of it. I certainly think you have a beautiful campus and very rich resources in the form of the library and the faculty.

Let us know if we can do anything else for you.

Good luck with writing the final report!

Sincerely yours,

Hannelore

Hannelore B. Rader
Director, Library/Learning Center

HBR:jan
Enc.

June 8, 1981

Evaluation Report of the Three-Year Course-Related Library Instruction Program at Ball State University supported by a joint grant from the Council on Library Resources and the National Endowment for the Humanities 1978-1981

I. Introduction

The Department of Library Service at Ball State University received a three-year joint grant from the Council on Library Resources and the National Endowment for the Humanities to institute a program of course-related library instruction based on four objectives:

1. To improve the utilization of the resources and services of the library by faculty and students through participation in this in-depth program.
2. To improve the quality of instruction in the University by making fuller use of library resources available improving search strategies and other scholarly and library-related skills of students, and increasing the independence of students in library utilization.
3. To increase the number of persons who recognize the library as a teaching library by introducing additional librarians to the project each year, introducing additional faculty to the project each year, and introducing additional students to the project each year.

4. To broaden the services of librarians themselves as experts playing a dual instructional role in the University: supplementing classroom, instruction and teaching information gathering skills.

In September of 1978, an Office of Library Instruction was instituted in the Department of Library Service to implement the above objectives. The office was staffed by Thomas Moore, Library Instruction Coordinator, reporting to the Project Director who is the University Librarian, Judith Koor, Library Instruction Librarian, and Sarah Wanthel, a half-time secretary. The first year was used to integrate bibliographic instruction into a few clearly designated humanities courses and to plan the following two years. During 1978/79, 500 students received course-related bibliographic instruction in 24 humanities courses involving the voluntary participation of 24 faculty members from English, History and Journalism. The students received orientation to the library, instruction in the use of the card catalog and periodical indexes as well as instruction in using a search strategy for term papers.

During this first year several problems surfaced such as the Instruction Librarians becoming overextended, the instructional materials were too specialized and library instruction activities in the Department of Library Service needed to be coordinated. It was decided to concentrate the instructional activities of the Office of Library Instruction in the English 104 courses for the following year and to work on building closer cooperation in bibliographic instruction between the Office of Library Instruction and the rest of the library faculty.

During the second year of the grant program 1979/80 the primary focus for bibliographic instruction was the English composition 104 course. Instructional materials were revised to fit more closely into the course objectives and to provide streamlined instruction to a large number of students. 1100 students in 57 sections of English 104 (50% of the total number of sections) received bibliographic instruction. An attempt at evaluating the library instruction was not as successful as hoped. Students' search strategies were examined and studer .s' and facultys' attitudes toward the library instruction was assessed through questionnaires and discussions. The need for increased cooperation between the instructional librarians and the rest of the library faculty became even more apparent in the area of advanced bibliographic instruction.

Statistics from the final year of the grant project 1980/81 indicate a continuous growth in library instruction activities. 80 sections of English 104, including 1760 students, received library instruction in addition to 151 students in ten other courses.

During the beginning of 1981 the Library Instruction Coordinator, Thomas Moore, obtained the services of an evaluation team from the University of Wisconsin-Parkside including Judith Pryor, Hannelore B. Rader and Carla J. Stoffle to assess the impact of the Course-Related Library Instruction Program at Ball State University in the following areas:

1. Support for the program by the library staff, the teaching faculty and the administration.
2. Evaluation of the library instruction within the English 104 course in terms of course objectives, teaching methods and instructional materials.

3. Review of the structure of the total library instruction program at Ball State University as to the place of the Office of Library Instruction within the library and the administration of the library instruction program.
4. Recommendations for the future direction of library instruction at Ball State University.

II. Accomplishment of Program Objectives

From the existing annual program reports and interviews with the instruction librarians, members of the library faculty, administrators, members of the teaching faculty and participating students as well as evaluations collected from them it appears that a major part of the first objective of the grant program has been accomplished. Students have developed an increased awareness of the importance of library resources for personal and educational purposes during the three-year period of the Course-Related Library Instruction Program. Statistics and library activities indicate an increase in the use of library materials by students as well as an increase in in-depth reference questions. However, teaching faculty's awareness of library resources and services has not changed much.

The second objective seems to have been realized more fully. Students' attitude toward the library and its role in their learning experiences have steadily changed for the better according to members of the English faculty who participated in the instruction program. Many comments from several thousand students who have been through the program also attest to that. Generally, students feel now more comfortable in using library resources.

Some progress has been made on the third objective to prepare independent library users who possess effective library research techniques to prepare reports, papers and other library work basically through library instruction in English 104 courses. However, it will be necessary to plan the next level of subject-related library instruction now in order to build on and expand the basic library instruction. Architecture, Nursing and History are subject areas which have expressed an interest in such library instruction and could be utilized first. The Office of Library Instruction has already cooperated in helping other library faculty members in developing instructional materials for in-depth subject-related library instruction. This should be continued and expanded. More faculty members have participated in the project each year resulting in doubling the number of English 104 sections which received library instruction in the three years.

A few of the regular library faculty members have participated in the project each year. However, communication problems between the Office of Library Instruction and the rest of the library faculty seemed to have slowed the rate of participation of the regular library faculty in the project. These problems need to be addressed in order to develop a complete library instruction program on different levels.

The fourth objective of the grant program was concerned with promoting attitudinal changes in teaching and library faculty in regards to their roles in the educational process. It appears that little progress has been made on this objective. Much more work has to be done to make teaching faculty aware of the librarians' role in educating students, but before that can be

done, the majority of library faculty will have to come to terms with their own role in the students' education through library instruction activities. Encouraging library faculty members to attend relevant workshops and conferences and providing them with in-service seminars may help.

III. Support for the Course-Related Library Instruction Program

The administration of the library and of the University has made the commitment to continue the program at the end of the grant period. This is significant in view of the lack of enthusiasm for the program by some of the library faculty and in view of the retrenchment currently being experienced within the library. The campus administration is aware of the program's potential and prepared to support it even though there has been a heavy turnover in this personnel area.

The two library instruction librarians have developed an impressive array of quality instructional materials and have reached a large number of students through bibliographic instruction. The majority of the teaching faculty with whom they have cooperated are very supportive of the program and would like to see it be continued. The amount of good will and positive attitude toward the library which has been developed by the instruction librarians is very notable. Much of the support for the project is due to the fact that faculty members serve on the Task Force and are involved in the planning and revision of the instruction program.

The library faculty are not as supportive of the course-related library instruction program as they could be for a variety of reasons. They feel this is the job of the two instruction librarians only and they do not want

the "extra" work which is inherent in library instruction endeavors. There is also a certain amount of fear to change their duties and responsibilities. It will be necessary to work out a better communication system between the instruction librarians and the library faculty and to share some of the credit and glory of library instruction with them. A number of the library faculty members have indicated an interest in learning more about library instruction. The purpose and reasons for bibliographic instruction must be explained to them and their input into the future planning of it must be sought.

IV. Evaluation of English 104 Course

The instruction in English 104 is based on sound, clearly stated objectives. A lot of thought has gone into planning appropriate instruction for students doing a freshman-level term paper. The teaching methods have switched gradually away from an emphasis on lecturing to a combination of lecture and practical application in the form of lab sessions. These give students an opportunity to actually use the materials with help from librarians. Both faculty and students are enthusiastic about the lab sessions. They feel generally that the presentations given in class are competent, clearly presented, well organized, and that the library instructors are helpful and open to students' questions. Some feel the lectures might be improved by more use of visual materials and actual examples of reference sources.

The exercises draw praise from faculty, who call them essential to the program. They give students "hands-on" experience in the library and help to promote both student understanding of the tools taught and confidence in using them. Some faculty members feel that the exercises

should be more specific to individual students' topics, although they aren't sure how this could be accomplished.

The materials used in the program have been revised over the last three years. Faculty members interviewed particularly like the new self-guided tour, which can be done on the students' own time. The tour has the advantage of requiring fewer staff members than the librarian-guided tour.

Faculty members say that the students feel more comfortable using libraries and can approach an assignment requiring library use with more confidence than before instruction. Faculty members are not quite so certain that any improvement in term papers could be attributed to library instruction. One mentioned that he thinks student papers were better organized as a result of a better organized approach to gathering information. Another mentioned that some papers do show evidence of successful library work and were more fully developed. Several felt that the quality of the papers were the same as before library instruction, or they had no basis for comparison since they had not taught this course before.

Student evaluation questionnaires have been consistently positive. The students especially like the self-guided tour and the library lab sessions. A very high percentage feel they are able to use the library for research. A few students would like to receive more assistance directly related to their specific topics.

Students spoke of increased confidence in using the library as a result of the library instruction. Many students stated that before instruction they didn't even try to use the library or, if they did go to the library, they were hesitant to ask for help.

Students wish they had received instruction in library use earlier. They highly recommended this course to their friends. One student summed up the feelings of many by saying that when he arrived on campus from a small town in Indiana, the library seemed very large and forbidding; but that after he completed the library instruction, the library seemed much smaller.

V. Review of Structure of Library Instruction Program

It would be advisable to follow the reorganization suggestion of the MRAP study and place library instruction as an equal to reference services in public services and to integrate the instruction staff into providing reference service to students. This would eliminate the isolation syndrome from which the instructional librarians suffer now and would help improve the communication process. All of the library faculty will then be able to understand the impact of instruction on reference service and new instruction needs.

VI. Recommendations for the Future

1. Keep the CRLI Task Force as an advisory/advocate group for library instruction.
2. Involve reference and branch librarians in a formal evaluation of the instruction program as it now stands and ask them to help establish goals and priorities for

future program development.

3. Establish regular meetings with public services librarians to discuss library instruction developments and to provide training for staff to build instruction skills. Each of these meetings should be planned to focus on a specific topic for discussion. The staff should prepare themselves for these meetings by reading relevant materials, etc. suggested by the discussion leaders.
4. Increase personal contact between instruction librarians and other library faculty to share information.
5. A regular mechanism should be developed to provide teaching faculty and administrators with information on the potential and impact of library instruction. This could take the form of workshops using instruction librarians or a regular involvement with the Faculty Development Center programs.
6. Areas for advanced library instruction should be identified and programs for them should be planned jointly by librarians with appropriate subject expertise and instructional librarians.
7. Continue the lecture-lab session method of teaching the English 104 course. Incorporate more actual examples of reference sources into the presentations to the students. Provide students with more bibliographies based on their specific topics.

APPENDIX G

Grant-Funded Travel

NEH/CLR GRANT FUNDED TRAVEL

1978/79

October 24, 1978	Tom Moore and Judy Koor: visit to Earlham College to examine instructional materials
November 3, 1978	Tom Moore: Indiana Library Association, Annual Conference, Indianapolis
March 21-23, 1979	Tom Moore: 2nd Southeastern Conference on Approaches to Bibliographic Instruction, Charleston, S.C.
April 20, 1979	Tom Moore, Judy Koor, Frances Rippy: visit to Indiana Univ.--Purdue Univ., Fort Wayne to consult about English/Library Program
May 7-9, 1979	Tom Moore and Judy Koor: 9th Annual LOEX Conference, Eastern Michigan Univ., and visit to Univ. of Toledo to examine instructional materials

1979/1980

March 5-7, 1980	Judy Koor: 3rd Southeastern Conference on Bibliographic Instruction, Charleston, S.C.
May 7-9, 1980	Tom Moore and Judy Koor: 10th Annual LOEX Conference, Eastern Michigan Univ.

1980/1981

November 6, 1980	Tom Moore and Judy Koor: Indiana Library Association, Annual Conference, Indianapolis
February 26-28, 1981	Tom Moore: visit to Univ. of Wisconsin at Parkside to consult about CRLI Program evaluation
June 23-26, 1981	Judy Koor: American Library Association Preconference Institute on Bibliographic Instruction, San Francisco

APPENDIX H

English 104 Course Instructor Form Letters

BALL STATE UNIVERSITY MUNCIE, INDIANA 47306

DEPARTMENT OF LIBRARY SERVICE

March 9, 1981

To: Prospective English Faculty Participants
in Library Instruction for English 104/114
Spring 1981

From: Tom Moore and Judy Koor
Office of Library Instruction

Sometime this year you indicated to Professor Frances Rippy that you would be interested in receiving library instruction for any sections of English 104 or English 114 assigned to you this year. (Perhaps you have already received library instruction for classes during Fall or Winter quarters.) We understand that you will be teaching English 104/114 during Spring Quarter. We hope you are still interested.

The instruction during Spring Quarter will consist primarily of three elements:

1) A "Self-Guided Tour of Bracken Library" to be completed individually by students outside of class time;

2) A "Library Lab Session" featuring guided, practical use of the card catalog and the Periodical Reference area (one class period);

3) A "Search Strategy Lecture/Discussion" intended to prepare students for systematic library searching as part of the research paper assignment (one class period).

The instruction, then, will require the use of two class periods. In addition, students will be given several brief informational handouts and a search worksheet designed to assist them in organizing and carrying out a library search on their own research paper topics. Copies of these materials are contained in the packet distributed to you at the beginning of the Fall quarter. If you do not have a packet of the instructional materials, and you wish one, call or stop in the Office of Library Instruction.

While we are willing to offer instruction to you class(es) at the times most convenient to you, if you wish to participate it is necessary to schedule the two library sessions as soon as possible, particularly within the first week of the quarter. This will help us to guarantee instruction

BALL STATE UNIVERSITY MUNCIE, INDIANA 47306

DEPARTMENT OF LIBRARY SERVICE

March 9, 1981

TO: English Faculty Participants in Library Instruction for English 104/114, Spring 1981.

FROM: Tom Moore and Judy Koor
Office of Library Instruction

Thanks for contacting us to request library instruction for your English 104/114 class(es) this quarter. We feel sure that the instruction will be a worthwhile complement to your teaching of the research paper. The instruction planned by us, with the help of Professor Frances Rippy and dozens of past participants, is intended as a collaboration by librarians, English instructors, and students. Our aim is to provide students a chance to gain library competence and confidence in a way that blends the library instruction as smoothly as possible into the course.

Based on our past experiences with English 104/114 classes, we have several requests.

1) Treat the library instruction as an integral part of the course; give support to it in class discussions and consider giving credit and/or grades for the self-guided library tour and the search strategy worksheet.

2) *Attend the library sessions* and participate whenever appropriate; asking questions on behalf of sometimes self-conscious students is an especially good idea.

3) Share with us any special instructions given to your students regarding the research paper, the paper topic, and the due date.

4) Stay in contact and bring to our attention any uncertainties, for you or your students, about the instruction or its schedule.

Enclosed is your copy of the "Course Instructor's Activity List and Schedule." Please examine it carefully since it describes step-by-step the necessary activities to be performed by you to make the library instruction successful. This sheet also indicates the dates for which you have scheduled the two library sessions. If you have a need to discuss any information on the "Activity List and Schedule," please call us. Also enclosed, or perhaps contained in accompanying envelopes as required, are multiple copies of the handouts mentioned on the "Activity List and Schedule." Please check to be sure the number of copies of each is sufficient for your class(es).

Finally, we welcome you to the Library Instruction for English 104/114 Program. We look forward to working with you and your students this quarter.

H2

Course Instructor's Name _____
Last First

English 104 or 114 Days and Time _____

LIBRARY INSTRUCTION FOR ENGLISH 104/114

COURSE INSTRUCTOR'S ACTIVITY LIST AND SCHEDULE

1. Distribute *Library Instruction for English 104: Student Guide* and *Bracken Library: Self-Guided Tour* to your students on _____. Inform students about the due date for completion of self-guided tour, as well as the dates the class will meet in the library.

2. Return the completed self-guided tours to the Office of Library Instruction for marking.

3. On _____ distribute and assign for reading prior to Library Session I the booklets "Using the Card Catalog" and "Locating Periodical Articles."

4. Attend Library Session I: Lab on _____. You and the class should assemble at the Reference Service Counter on Bracken Library's First Floor. At the end of the session, or at the next class, collect the students' lab worksheets. (Worksheets will be distributed by librarians at the sessions.) Return the worksheets to the Office of Library Instruction for marking.

5. Attend Library Session II: Search Strategy Lecture/Discussion on _____. You and the class should assemble at the Reference Service Counter. During or immediately after the session assign a due date for the Search Strategy Worksheet. While you will examine and evaluate the completed worksheets, do not hesitate to refer students to the Office of Library Instruction for additional assistance.

6. After the research papers have been completed, distribute to the class the student evaluation forms you will receive later in the quarter. Also, please complete the faculty evaluation form to be received at the same time. Then return these to the Office of Library Instruction by the end of exam week.

The completed self-guided tours and lab worksheets will be marked by the Office and returned to you as soon as possible after they are received. A class profile, summarizing your students' achievement, will be prepared and sent to you with the marked materials.